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ABSTRACT

This handbook, which is designed to explain the steps entailed in organizing and administering a volunteer adult literacy program, is organized into three main sections. The following topics are discussed in the opening section on program organization: planning a program calendar; recruiting, training, and establishing the duties of the program board; developing a budget and obtaining funds by writing proposals; and planning and implementing an evaluation, using experts in evaluation, and incorporating evaluation results into program planning efforts. The second section, on direct service management, deals with keeping records and writing reports as part of a program's accountability efforts; recruiting and interviewing volunteers; and providing tutors with orientation, preservice, and inservice training; matching students and tutors; providing supportive services to students and tutors; and recognizing the work of volunteers. The third section is a reprint of an article by Jonathan McKallip entitled "Use Volunteers Successfully." Appendixes include a bibliography, a list of terms commonly used in Literacy Volunteers of America publications, job descriptions for a basic reading/English as a second language tutorial project, and sample fundraising letters and forms. (MN)

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Management Handbook

for

Volunteer Programs

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LITERACY VOLUNTEERS of AMERICA Inc.

MANAGEMENT HANDBOOK

FOR

VOLUNTEER PROGRAMS

Virginia K. Lawson, Ph.D., Senior Editor
Jonathan McKallip, Coordinating Editor

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The proceeds from the sale of this book go to further the work of LVA

ABOUT THE EDITORS . . .

Virginia K. Lawson, Coordinator, Research, Development and Marketing for Literacy Volunteers of America, Inc. (LVA) joined LVA in 1980 as project director for a humanities materials creation project and as editor/producer of the *English as a Second Language* and *Basic Reading Tutor Training Workshops* after experience in newspaper editing, literacy writing, and college teaching. She is currently responsible for coordinating the development, editing and production of LVA training materials and holds an M.S. in Literacy Journalism from Syracuse University and a Ph.D. in Cognitive Anthropology and Theoretical Linguistics from the University of Iowa.

Jonathan McKallip, Director of Field Services for Literacy Volunteers of America, Inc. began working with LVA in 1970 as a tutor, worked with the organizing committee of a local tutorial program and became the first director of Literacy Volunteers in Maine. In his present position, he has responsibility for the 171 LVA programs nationally, as well as the training of new program leaders. He holds an M.S. in Adult Education from the University of Southern Maine.

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LITERACY VOLUNTEERS of AMERICA Inc.

Management Handbook for Volunteer Programs

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DEDICATION

This 1984 edition of the *Management Handbook for Volunteer Programs* is dedicated to its original author, Ruth (Connie) Haendle.

Connie was an LVA pioneer, joining Ruth Colvin, founder of Literacy Volunteers of America, in 1962 as a tutor. Later, Connie gave countless tutor training workshops to new affiliates. Her consuming interest was in expanding the affiliate program: *How to make affiliates grow and serve to their maximum ability?* Connie had the enviable knack of seeing each affiliate as a unique group of individuals who could solve their diverse problems if they had firm guidelines to steer by. *The Program Management Handbook,* 1976, was the result of Connie's belief in the wisdom and adaptability of sincere volunteers.

Over the years, the *Management Handbook* had undergone many changes, necessary because of new challenges and new opportunities, but it still remains faithful to Connie's abiding faith in the need for standards and guidelines.

Connie's spirit and dedication to the cause of literacy is remembered by the annual presentation of the Affiliate of the Year Award, which is given to the LVA affiliate whose performance exemplifies the program management which results in an established, healthy organization.

INTRODUCTION

This *Management Handbook for Volunteer Programs* presents one of the two strands of Literacy Volunteers of America's (LVA) training efforts. While the tutor training aspect of LVA is the most obvious, it is the program management training which has laid the foundation for successful literacy and English as a second language programs for more than 20 years. Even the best-trained tutor would be isolated and eventually lost without the support of a well-organized program. More to the point, the tutor would never have been recruited, trained, matched with a student, and given the necessary support without the management people performing all those duties in the first place.

It is to all of you, volunteer and paid staff, who assume program responsibilities other than tutoring, that this handbook is addressed.

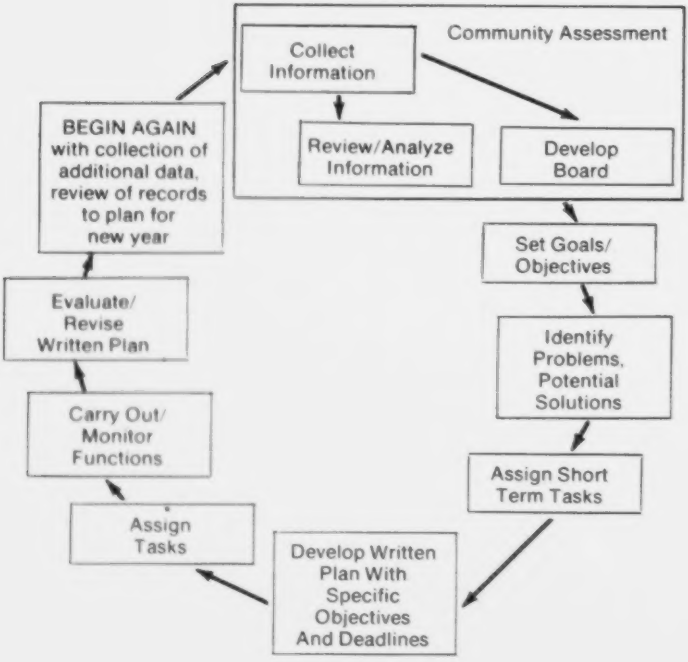
In this handbook, you will find the steps needed to organize and administer a program carefully outlined and discussed in detail. These steps are not all sequential. Some, such as interim board development and fund raising, planning and budgeting, training and support, you will find need to be done at the same time.

If you are in the organizing stage of development, we suggest that you read the handbook in its entirety and then begin with the chapter on planning. If you have an established program, you and your board of directors should read the entire book and perhaps begin with the chapter on evaluation. In any case, you will need to develop your own unique, creative response to the needs of your community.

Linda Hawley, C.A.V.S.
Regional Coordinator for Voluntary Services
New York State Department of Correctional Services

PROGRAM

ORGANIZATION


Community Assessment
Collect Information
Review/Analyze Information
Develop Board
Set Goals/ Objectives
Identify Problems, Potential Solutions
Assign Short Term Tasks
Develop Written Plan With Specific Objectives And Deadlines
Assign Tasks
Carry Out/ Monitor Functions
Evaluate/ Revise Written Plan
BEGIN AGAIN with collection of additional data, review of records to plan for new year

Planning

by

Margaret Price

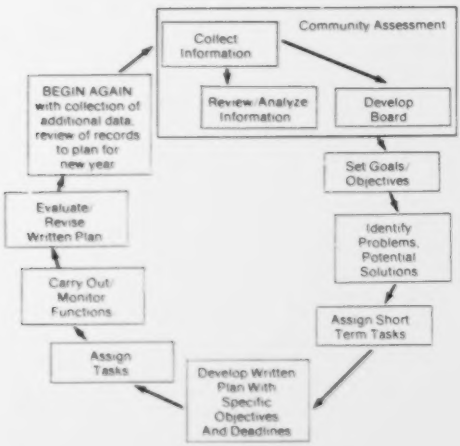
It would be fair to say that you could have a volunteer literacy tutoring program without formal planning. You could even have a successful one. A group of friends could teach themselves how to tutor, each go out and find a student and teach him/her how to read. A group could do that. Good things often happen naturally when people choose to help their neighbors.

Planning becomes an essential element when this informal group of neighbors shares ambitious goals:

- to respond to as large a share of the community's unmet literacy needs as possible without duplicating existing services,
- to educate the public about the problem,
- to provide satisfying volunteer opportunities for concerned citizens,
- to make continual progress in quality of service and in numbers of volunteers and students served.

These laudable goals can be achieved only if a methodical, continually advancing planning process is in place.

When we talk about *planning*, we're referring to the following steps:


Community Assessment
Collect Information
Review/ Analyze Information
Develop Board
BEGIN AGAIN with collection of additional data, review of records to plan for new year
Set Goals/ Objectives
Identify Problems, Potential Solutions
Assign Short Term Tasks
Develop Written Plan With Specific Objectives And Deadlines
Assign Tasks
Carry Out/ Monitor Functions
Evaluate/ Revise Written Plan

***Margaret Price**, Assistant Director of Field Services for Literacy Volunteers of America, holds a BA degree from Syracuse University. She has responsibilities for assisting the work of LVA State Offices and new affiliates in states without state level programs as well as providing staff training for other organizations.*

Planning must begin with the collection of a base of complete information formally called community assessment. When you're starting a new program, this first step is crucial. As you accomplish this, not only will you have facts and figures about the literacy needs in your area, and the potential resources and barriers to success, but you will have contacted the very leaders in government, business, education and social services whose assistance you will eventually require. You will have already interpreted the program to them. They, in turn, will help you to identify prospective tutors, potential leaders, sources for publicity and in-kind services as well as funding possibilities and referral systems. They may very well be the people your ad hoc organization committee may want for the interim board of directors.

To have a successful literacy program, you must recognize that volunteers need to feel they are an important part of a participatory planning process and make available to them the opportunity to be involved in the program's problem-solving and decision-making functions. Some of the ways you can do this include having:

- workshop evaluations,
- annual program evaluations, surveys,
- interpretive meetings and discussions,
- brainstorming sessions,
- informal social gatherings,
- open committee meetings/board meetings,
- in-service training on "How to plan,"
- newsletter articles inviting ideas,
- an open literacy forum with community leaders,
- "town meetings" in target neighborhoods,
- radio and television talk shows,
- personal interviews with key volunteers/agency personnel/community leaders/students,
- open-house at the program office/library,
- suggestion boxes,
- special planning meeting/retreat,
- and by *LISTENING*.

You are involved in a dynamic planning process that matches the need of individual communities with the program's activities if you take information collected and the ideas and opinions of the volunteers and set program *objectives*. Marlene Wilson, in her book, *The Effective Management of Volunteer Programs*, defines objectives as:

> The translation of goals and purposes into definite, measurable targets with standards of performance and achievement for both the organization and individuals. (They are sometimes called operational goals). (1976, p. 76).

To avoid confusing goals and objectives, Wilson recommends using a system of testing objectives referred to as SMAC:

S — is it **S**pecific?
M — is it **M**easurable?
A — is it **A**chievable?
C — is it **C**ompatible with the overall goal?

Let's see how SMAC might work with specific objectives. For instance, your objectives for the first year might be to recruit 35 tutors and 35 students, to train tutors in two tutor training workshops and assign them to students, to hold two in-service training sessions, to establish a sub-program at East Junior High School, to draw up a budget, to raise operational funds, to write and gain board approval for your organizational by-laws. You can apply the SMAC formula to these to check their validity.

Your own objectives may be more ambitious, but keep them specific, measurable, and achievable. And of course, if you are developing an LVA-affiliated program, you will see that your goals are compatible with LVA's overall goal.

After collecting and analyzing information and setting goals and objectives, you are ready to develop a written plan.

A 12-month schedule is a useful device in planning all the activities you'll need in order to achieve your objectives. You will develop one to meet your own situation and starting time of course, but we offer two here as guides. The first is for first-year programs. The second is for established programs. Usually, the first tutor training workshop will be presented either in the fall or early spring, and preliminary work, such as training workshop leaders or promotion, adjusted accordingly..

First-Year Program Calendar
— Sample —

Months	Main Emphasis
1 & 2	Survey of community Assessment of needs Recruitment of key volunteers, board members, and sponsors First Executive Committee or Board Meeting Training of workshop leaders
3	Recruitment of tutors and students Preparation for tutor training workshop First meeting of committees: Finance Public Relations Workshop
4	First tutor training workshop Board meeting Adoption of budget Ad hoc committee assigned to write by-laws

	Finance and public relations drives planned
5	Evaluation of 1st workshop, and tutoring program to date Submit application for provisional membership in LVA (if affiliating)
6	In-service training for Tutors Board & Committee leaders
7	Financial campaign Preparation for 2nd workshop
8	Recruitment for and presentation of 2nd tutor training workshop
9	Distribute first newsletter Special Events Committee meeting Executive Committee meeting Workshop Committee evaluation meeting
10	Student/Tutor party Supervisors' meeting
11	Submit tutor and committee reports Submit annual program report to state or national LVA or other sponsoring group.
12	Board and committee planning meetings for 2nd year

ESTABLISHED PROGRAM YEAR
LVA program years run from July through June

July

Executive Committee meeting
plan affiliate program year; set workshop dates, set workshop leaders training dates

August

P.R. Committee meeting
plan strategy for the year around workshop dates.
schedule newsletter dates

Workshop team meeting
plan October workshop, scheduling & completion date for each task on check-list

September

Newsletter published

Executive Committee meeting - year's plan reviewed and tasks assigned, if not already so assigned. October tutors meeting planned

Tutor and student recruitment drive

Finance Committee meets to plan campaign for year

October

LVA Annual Conference - delegates attend

Tutor Training Workshop

Workshop team meets to evaluate workshop

Matching Committee meets to assign students to tutors.
Tutors' meeting - in-service training, and report from LVA Conference.

November

Nominating Committee meets to plan next year's slate
Supervisors' meeting. New tutors assigned to supervisors; report on all other tutors' assignments; review of supervisors' duties
Matching completed, if not accomplished in October
Workshop Reunion for new tutors, 6 weeks after workshop

December

Executive Committee meeting
plan financial drive
Workshop team meeting - plan February workshop, scheduling a completion date for each task on check-list

January

In-service Training - all tutors - supervisors attend
Student and tutor recruitment drive
Newsletter published

February

Tutor/Student Recognition - National Literary Volunteers Week
Tutor Training Workshop
Matching Committee - meets to assign students to tutors
Workshop team - meets to evaluate workshop
Supervisors' meeting - new tutors assigned to supervisors; evaluate supervisory system

March

Executive Committee meeting
P.R. Committee meeting
In-service Training - organizational leaders

April

Financial drive
Newsletter published
Special-events Committee meeting - plan June student/tutor party
Workshop reunion (February workshop)
Nominating Committee meets to complete slate of officers

May

Annual business meeting
Elect officers
Elect delegate to state and national conferences
Supervisors remind tutors of reporting requirements

June

Annual student/tutor meeting (party)
Student report forms submitted
Chairman and treasurer report to state coordinator or LVA

The calendar year plan shows you the direction in which you are going, but it is incomplete as a written plan. The full written plan for a program needs to reflect the answers to these questions:

- Who is responsible for what?
- To report to whom?

- By what date?

While all of the planning in the world will not insure that the job will get done, assigning dates and responsibilities is certainly a great impetus to everyone concerned. For instance, if an objective is to produce one public service announcement for airing by each of three television stations during Literacy Volunteers Week, February 6-8, a first set of tasks might be:

1. Arrange for PSA taping at Channel 404. Get guidelines for script, graphics, time.
2. Convene a sub-committee to write the script.
   Responsibility for 1 & 2: Public Relations Committee Chairman
   Completion date for 1 & 2: October 10 Board meeting.
   Written report due with copies for Board members.

An annual plan should not be so detailed as to inhibit creativity or appropriate changes. However, you do need to have a set of detailed job descriptions for each program function including tutoring (see Appendix 69). Each volunteer/paid staff person may devise an individual work schedule that follows the policies and directions of the board's annual plan and describes his/her daily, weekly and monthly functions. Natural-born listmakers like to guide themselves with a time and energy conserving list of tasks that leads from project start to task completion. Others find such a list gets in their way. So once you have given out job descriptions and they have been discussed to each recipient's satisfaction, let each person decide his/her own style for carrying out the responsibilities.

Part of a volunteer administrator's job is to teach people to plan. You'll find planning stressed heavily in the LVA publications *Basic Reading* or *English as a Second Language Tutor Training Workshops*, and emphasized in LVA orientation for workshop leaders, program managers and board members/officers. Tutors and students set objectives for their time together. The tutor translates them into lesson plans to enable a steady progression of skills to be acquired. Tutor supervisors can be more helpful to individual tutors if tutors write out their lesson plans and keep careful notes on the lesson's progress. Accurate recording of pre-test and post-test results also provide a tangible take-off point for future planning.

It's easy to see that a program needs to have clearly stated expectations in the form of written plans, job descriptions and objectives to proceed with the organization's work, as well as a record of that actual work in the form of reports, statistics, and evaluations before considering new objectives for the *next* plan.

After several months of operation, your information base for planning will expand to include:

- a review of what's happened,
- feedback from students, volunteers/staff and the community,

- identification of new developments in the geographic area and in the literacy field, and
- recruitment of additional people and resources.

As plans are implemented, questions may be raised about whether or not things are going as hoped. These concerns become translated into questions to be asked through evaluation.

At the completion of the first year, and annually thereafter, sit down with the student report forms you have collected, a copy of the annual program report, your organizational chart, the list of original objectives and the written plan. Those items provide the necessary documentation for the evaluation phase in which you compare what you planned to do with what actually happened, determine why or why it did not happen, and suggest to the group appropriate objectives for the next year. Please see chapter on *Program Evaluation*).

The next year's plan will emerge after the objectives are determined and will be built around the program calendar.

In addition to the one-year planning cycle, it is recommended that the board of directors and staff/volunteers engage in a separate function: that of looking ahead into the more distant future ... or Long Range Planning.

Long range planning involves looking at your organization's past and present performance and changes in your community and then enjoying the visionary brainstorming technique: "In your dreams ... what will this organization be like in ten years?" All judgment is deferred, no idea is too wild. This is followed by the adoption of some of the objectives to be added to the present ones; the setting of priorities for objectives; the identification of problem areas and accompanying solutions; the enumerating of specific tasks, dollars and time tables; and finally, the fitting of some of those items into the current year's program plan.

The planning process in the long term and short term may seem time consuming while you're putting initial systems in place, but experience tells us that it will insure a dynamic, democratic program that will maintain excellence and continue to grow in service to the community. It's worth it!

The Board of Directors

by

Connie Haendle

A board of directors is the legally responsible body of an organization. Its existence doesn't insure immortality, but it does provide a good measure of stability and continuity. Just going through the process of building a board and of selecting areas of interest and expertise to be represented, will give you a real start on goal setting and program planning.

The Interim Board

If you are a leader in a new program, you have some immediate people-needs. In addition to the two or three people who are working with you, you will need to recruit members of an interim board. If that term conjures up visions of walnut-panelled board rooms, when you are actually working at your dining room table, then you need to define for yourself what a board is and what it should do.

You are probably a practical person, anxious to get your local program operating, and your first concern may be to get the direct service volunteers you need. This is important, but at the same time you need volunteers willing to assume the other critical support duties: policy making, financing, and overall responsibility for program continuance. The direct service volunteers we mentioned will probably be a major part of your board at first, and should continue to be represented on the board. These people know how the program really works, and what it needs, because they are actually *doing* it. But it is in part because of this complete involvement in the operating program that they need the help of others. They — and you — need volunteer board members who bring special skills of administration to the program, who represent different segments of the community, who can take an objective view of the operational program, and who provide entrée into funding and support services of the community.

Recruiting the Board

Recruiting board members is a delicate business. Take your time, and plan your moves carefully. These will be key people for you, and they will be representing your program in the community.

***Connie Haendle**, author of the original Program Management Handbook for Literacy Volunteers of America, joined LVA in 1962 as a tutor, becoming one of the organization's first tutor trainers. In 1969, she became LVA's Director of Field Services, a position she held until her death in 1978.*

The important thing to consider in building a board is balance. Let's look at some of the broad categories of representation on your board.

- program (workshop leaders, recruiters, public relations people, tutors),
- local government (mayor, council member),
- education (adult basic education director, reading specialist, community college staffers),
- service clubs (Altrusa, Rotary, Kiwanis, Junior League, YWCA, YMCA),
- library (trustees, director),
- finances (accountant, banker),
- law (corrections officer, judge, attorneys),
- money (wealthiest people in town as access to other money),
- religious community (representative from Inter-Faith-Council),
- social service agencies (representative from coalition of social service agencies),
- public relations (media specialist, reporter, announcer),
- client group (students — this group may be difficult to enlist at first, but it is important to try to involve them just as soon as possible).

Try also to get good representation in age, sex, geographic distribution, ethnic/racial groups. Many other persons might be suggested, depending on the particular emphasis of your program plan (i.e. if you hope to send tutors into local correctional facility, then you will certainly try to enlist someone from their staff to serve on your board; if you are beginning an *English as a Second Language* program, you will want someone who represents the largest ethnic community in you area).

Try to identify the entire slate before you begin to recruit. Ideally, have more than one candidate in mind for most slots to be filled, since you'll have to expect some refusals.

The recruitment process itself requires preparation. Know your program, have a plan, even if general, for the first year, and have a reason for asking the candidate. Arrange for a personal interview. Letters to prospects are easy to ignore, and even phone calls are not as effective as personal meetings. Be prepared to leave written materials with the prospect. You should include an informal data sheet outlining the local need for the service, and your first year goals. Include brochures and case statements provided by your national organization, since it's unlikely that you will have such public relations materials at the beginning.

The following excerpts from seminar handouts prepared by The Robert Johnston's Company (a consulting agency) will give some direction in "How To Recruit Influential Volunteers."

- Eliminate "begging" posture and substitute the "matching up" of *talents and resources in a blend to get the job done — all among equals.*
- Great issues, problems, crises and opportunities excite big people, not small *pieces* of big problems and issues. State the major, sweeping issues — the giant strides which must be taken for mankind, FIRST, and then unfold what your program is going to do about such issues.
- Stress what people need, *not what you need.* The oldest most overused statement in fund raising but still one to remember is: "The case for your agency is bigger than your agency itself." *First,* find the areas of interest of recruitee. *Second,* determine how this interest can help accomplish your program's goals (the part of it he/she likes to do). *Third,* build the case for recruiting the person around *his/her* goals and specific interests. It is entirely possible that the ideal way to use the talents of the person in question will arise out of a session with that person arranged for a general briefing or updating. Stress points which you have in common.
- Present the "whole team" concept, of which the subject person is but one cog in a larger enterprise. Explain how vital the part is but stress the subject will have plenty of peer-level company. No one person is "out on a limb."

State clearly the role you hope the candidate will fill. People like to serve on a board for a reason and with a clear assignment in mind. In planning the interview, be sure to allow time for questions throughout the meeting. Then give the candidate time to think it over. A good prospect will appreciate the assumption that it's a decision worth more than a snap judgment. If possible, leave an invitation to visit a workshop or to observe a tutoring session. Seeing your program in action could be just the needed extra to convince your candidate to accept.

Encourage a positive attitude in the recruiters themselves as they seek to engage influential volunteers:

- Most high-level leaders in their field could not accomplish what you do in your field.
- The recruitment meeting is a meeting among equals. No "begging" or petitioning attitudes are necessary. The purpose is to *match up* the needs of the subject person with the needs of the cause. (This statement can be defended.)
- Many leaders of volunteer programs anticipate the worst negatives. "He wouldn't take time..." This is the biggest no-no of all.

(from: The Robert Johnston Company seminar handouts, 1975)

When you are past interim board status, and have a nominating committee of the board recruiting annually for board replacements, the information given to prospects will be more sophisticated. A "Nominating Committee Briefing Kit" could include:

- statement or publication that contains the organization's purpose, program, immediate and long range goals,
- fact sheet on the organization (1 or 2 pages only),
- annual report,
- bulletins or brochures of current interest,
- official publications,

- list of current officers, board of directors, and nominating committee members,
- list of current committees and staff,
- description of positions to be filled, with attachment on eligibility requirements,
- schedule of meetings and special events.

Your board's nominating committee would, of course, adapt this kit to fit its own situation.

In recruiting for your board, and for program people too, remember that in volunteer programs today it's no longer an "us" and "them" thing, where an elite social group bands together to help the less fortunate. Rather it's "all of us in this together," and that should be your message. It benefits the volunteer to help someone, because both the giver and receiver of the service are members of the same community.

Training the Board

Once the board has been recruited, it must be trained. Insistence on the value of training carries over into every facet of an organization, and certainly the board, with its major responsibilities, should not be an exception.

Board training is first and foremost an orientation to the total program. Plan a meeting as soon as possible, after selection of the interim board, or annually, after election of new members to the permanent board. This meeting should be primarily one of information for the members. Business may have to be postponed, but giving the board the necessary background for performing its duties may be the most important business you ever transact. If you have state staff, invite them to join you for this meeting. They can be valuable resource people for the new board members. They have worked with other boards and can add to your training.

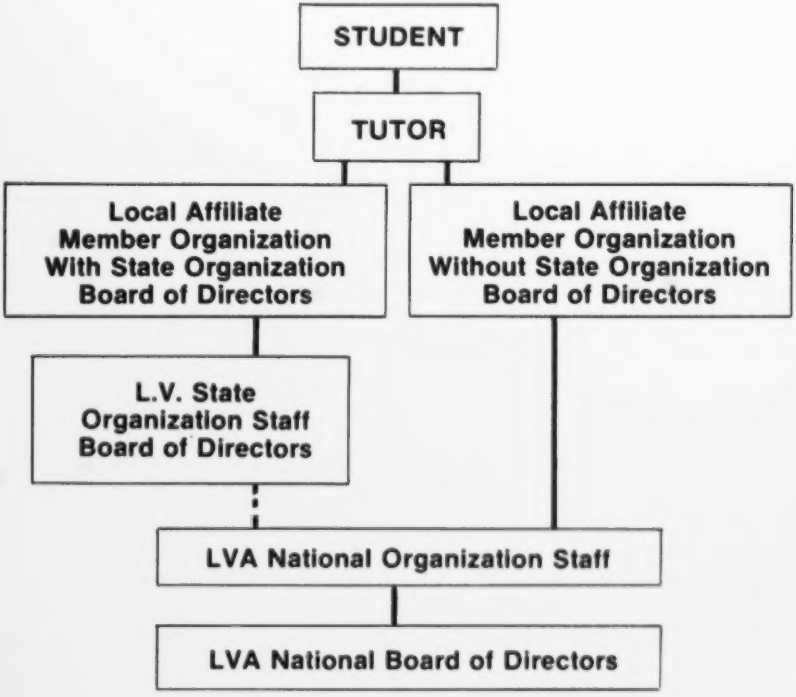
An outline for the session might include:

- The results of the needs assessment in your community, and what the program proposes to do to address those needs. This will include your objectives for the year — where will you tutor, how many students will you try to reach, and others.
- The board's structure and duties. Committee assignments should have been made prior to this meeting and should be presented to the entire board. It's important that each member knows who is doing what.

If you are planning to establish a program affiliated with LVA, you should also include:

- LVA's purpose, and how it relates to the affiliate's purpose.
- LVA's organization structure. The chart below helps members see how LVA is organized at the national, state and local levels, and where the affiliate fits into the overall picture.

LITERACY VOLUNTEERS OF AMERICA
SUPPORTIVE SERVICES CHART


STUDENT
TUTOR
Local Affiliate Member Organization With State Organization Board of Directors
Local Affiliate Member Organization Without State Organization Board of Directors
L.V. State Organization Staff Board of Directors
LVA National Organization Staff
LVA National Board of Directors

The most important person in the LVA organization is each individual student. Next is each individual tutor. These teams — thousands of students and tutors — are the reason for LVA's being. They are supported by the local organizations, by state organizations, and by the national organization. Each has its own role, recruiting and training tutors, recruiting students, in-service training, fund raising and organization, Research and Development, expansion, coordinating.

Less formal training in an established board may be given by those rotating off the board. Don't lose the valuable experience of the member who has completed a term. Encourage him/her to meet with his/her successor for a thorough briefing on the job as he/she has seen it. The new member will do it his/her own way, of course, but it's short-sighted to think every new member must start from ground zero with no input from past experience.

Provide new members with a kit of materials. Even if you gave some materials to members during your initial interview, don't assume they still have them. Suggested items for the kit include: your program by-laws, budget, annual report, directory of board members, local public relations brochures, handouts, and LVA's *Policies and Procedures Manual.*

Duties of the Board

The duties of the board are outlined in the article on officers and committees found in the model affiliate by-laws in LVA's *Policies and Procedures Manual.* Review them carefully. You will want to add to these duties to suit your program needs, and it's possible you may eliminate one or two. Those suggested represent a minimal list, however, and it would be precarious to do much trimming.

The overall responsibility of the board, as we've mentioned before, is that of policy making, acting within the limits of the overall policies of its parent organization. It should develop a clear line of communication with the staff in the state level office. If there is no state organization, the communication will be between the parent organization, field staff, and the program board.

The board is the on-going, concerned group that insures the continuance of your operational program. It is vital that you put a lot of time, thought and effort into its establishment and development.

Budget and Fund Development

by
Connie Haendle

Budget and fund development are on-going responsibilities of the board that must start very early in the first year. They are jobs that many volunteers dread, but programs have demonstrated that they can do a top-notch job of budgeting and raising the needed money if given a plan, a few volunteers who aren't afraid to tackle the responsibility, plus total board support for the need to have financial independence.

Some key considerations in fund development:

1. determine your needs,
2. develop a plan,
3. obtain the needed resources, and lay the groundwork for future support.

In working through this process, note that to determine your needs, you'll need to prepare a budget. Sample program budgets are provided below. They will help you to see the expense items which should be included and to determine the total support which you will have to raise. Remember, a budget includes both income and expenses.

Also remember that the term "resources" may mean more than money. You may be able to obtain in-kind services of materials, space or office supplies, for example. These are resources too, and valuable ones.

After determining your needs, and setting a budget, a plan of action for fund development is needed that will make use of your public relations people, your board, and your program leaders. If fund development isn't closely integrated with your total program, it won't be effective.

Before your committee actually approaches potential funding sources, all potential contributors should be identified. Some obvious ones are:

- *service organizations* (Altrusa, Junior League, Rotary International, Lions, Kiwanis, Jaycees, YMCA, YWCA),
- *social clubs* (Elks, Moose, Women's Auxiliaries),
- *churches* (Mission Committees, Community Self-help Boards, Youth Groups, Women's Circles),

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ESTIMATED YEAR'S BUDGET FOR PROGRAMS

	Up to 50 Volunteers	Between 75-175 Volunteers	Over 175 Volunteers
INCOME:			
Tutor Training Workshop (TTW) Registrations:			
15 trainees each workshop @ $15/Trainee	2 TTWs $ 450.	4 TTWs $ 900.	6 TTWs $1,350.
Support required	685.	1,985.	4,720.
TOTAL INCOME	$1,135.	$2,885.	$6,070.
EXPENSES:			
Program Expense:			
Workshop Expense:			
Teaching Materials - Kits and supplies for trainees - $5 each workshop	$ 360.	$ 720.	$1,080.
In-service Training - 2 sessions	050.	075.	100.
Student-Teacher Recognition Night	50.	70.	100.
Library and Literature*	75.	75.	200.
Conference Registration and Expense (1 delegate)	250.	250.	250.
TOTAL PROGRAM EXPENSE	$ 785.	$1,190.	$1,730.
Other Expenses:			
Affiliate Fee	$ 120.	$ 200.	$ 340.
Rent	-0-	600.	1,800.
Office Supplies**	50.	90.	800.
Postage	70.	150.	450.
Telephone	35.	360.	600.
Equipment****	25.	75.	100.
Public Relations	50.	100.	250.
TOTAL OTHER EXPENSES	$ 350.	$1,695.	$4,340.
TOTAL EXPENSES	$1,135.	$2,885.	$6,070.

It is assumed that equipment will be donated or loaned. Estimates are based on volunteers performing administrative duties. However, for programs of over 175 volunteers, it is recommended that a part-time staff person be hired. Salary could be provided through ABE, ACTION, LSCA, or local funds.

*Annual library additions. Estimated cost of beginning affiliate library is $300.

**Includes reproduction, exclusive of workshop and public relations materials.

***Director listing on private phone.

****Minor equipment only and repair. Estimated cost of major equipment should the affiliates decide to purchase their own:

Slide Projector	$145.
Screen	30.
Tape Recorder	75.
Typewriter	250.
Telephone Answering Device	150.
	$650.

- *business and commercial* (Industry, Labor Unions, Businessmen's Associations, Chamber of Commerce),
- *public government agencies* (City Council, Park District, School District, Library District, Department of Corrections, Mental Health, Human Resources, Children & Family Services, Universities and Community Colleges),
- *individual citizens* (especially ones involved in any of the above groups or who have a known interest in programs such as yours.),
- *foundations and trusts* (both corporate and philanthropic).

We quote from *Local Fund Development: A Basic Manual for Volunteer Programs:* Unfortunately out-of-print, but an excellent resource, nonetheless):

> Careful research of each and every one of these potential areas of support will pay off in the long run. These groups give thousands of dollars away, donate skilled labor, underwrite material costs, act as consultants, and offer leadership and programs you might be considering or looking for. These elements must be investigated, coordinated, and utilized by your organization to meet your program objectives.
>
> Now how do you find these sources? There are three basic tools: directories, a car, and a native.
>
> Resource directories, such as *The Foundation Directory*, or *Foundations Today 1982: Current Facts and Figures on Private Foundations* are two of the more valuable publications for locating local sources of support. These list foundations by state, and include such information as total giving capacity, size and type of grants given and names and titles of officers. Contact the state internal revenue service for a listing of all foundations and their grants in your state, as well as any available records of corporate giving. Write or call both foundations and corporations for an annual report. Speak with your local and statewide Chambers of Commerce for information. Often informal verbal communication is much more informative than written listings.
>
> Service groups, Fraternal groups, and churches can be found in the yellow pages. Look under 'Clubs', 'Fraternal Organizations', and 'Associations' for the former; 'Churches' and 'Religious Organizations' for the latter. The Chamber of Commerce should also be consulted for a list of groups that don't have offices and thus are not listed in the phone book. The Chamber list probably will also include names and phone numbers of contact people.
>
> Next, get in the car and drive around town looking at businesses and industry. (Two are better for this, with one taking notes.) Look for major department stores, grocery stores, auto dealers, and industries. This list can serve as the base from which to work in soliciting. Also, take note of local advertisements on television, radio, and in newspapers and magazines.
>
> Finally, identify a long-time resident of the community who supports your program. This might be a board member who is active in local affairs, a civic leader, or a businessman. The most important characteristic he needs to have is a knowledge of the community. He should be able to give you background on individual businesses and industries, offer suggestions on which have good 'giving histories' and help you design the approach technique. Quite possibly he can also identify

wealthy or influential individuals who may be of assistance.

Your community's version of a combined fund drive (United Way) may also be able to help identify potential contributors. *Some* of these groups make their contributor lists available to other organizations for fund-raising; however, this is determined by local policy. It never hurts to make contact with these agencies. They usually sponsor the biggest fund drive in town and may be able to give you helpful suggestions, even if they won't release names.

A final source is local newspapers. Read them regularly and look for announcements of charitable contributions by business and industry.

Although our emphasis is on local private sources of funds, don't forget that there may be some public sector support that is available locally. Contact your state, city or county department of Human Resources or regional office of ACTION, for example, to see if they have knowledge of potential sources of funds. Examine all funding programs for local applicability.

(from Local Fund Development)

After you've identified potential resources (business, foundations and individuals), you'll need to sift through the list and make decisions on which ones to approach. Chart this out according to what you need, and what each prospect has to offer. You can save time if you are as objective as possible about your chances of success. There's no point in making fund development more difficult than it is — base your decision of whom to approach on the likelihood of positive response.

When you are ready to approach a prospective donor, try to work through a middleman. It helps a lot to be introduced, to have something in common, whether it be an interest, or a person known to both you and the prospect.

Watch your timing. Avoid the obvious bad times, such as income tax time in April. Summer is not a good time to approach many donors, if only because the people you need to see may be on vacation. You may consider Thanksgiving to New Year a poor time, because you equate it with your own personal reaction to a period of high expense, but it's been proven that this is one of the best times to approach donors for funds. Also, donors have the incentive of tax deductions on donations made prior to the end of the year. When approaching a business or foundation, know its fiscal-year schedule for giving and time your presentation to leave about two months for negotiations and decision making.

Time of day is important too. Use good judgment on when you elect to call on someone. Consider his/her work, and choose a time of day when the pressure is probably lower.

Make an appointment, and then be prepared to make a brief, well organized presentation. Know what you're asking for and why. Many people have difficulty accepting the fact that illiteracy is a problem in their community, so have figures ready for your original needs

assessment of the community, to document your story. A map of your county with pockets or concentrations of illiteracy noted might be a helpful visual aid. Be sure to point out the loss to the community an illiterate person represents. Explain your goals, accomplishments to date, and your reasons for needing funds. Don't forget the bandwagon approach beats the crisis approach most of the time. People like a winning team and want to be on it. This is difficult if the situation is really gloomy. In that case, stress the program potential.

Leave a fact sheet on your program. Your membership in a national organization will add to your credibility so leave brochures on your parent group. Be sure that the information you leave includes a name, address, and phone number for the prospect to contact.

Follow up with a written thank-you for the meeting, even if funds aren't forthcoming. They may be next time! If you have been successful, of course you will send formal thanks, but you should also report to the donor from time to time on the progress of the program. Support has to be ongoing, and your effort should be to build for the future. Remember, it can take quite a while to cultivate a funding source. Do not be discouraged if you do not immediately receive a donation or promise of support. Leave your material, give follow-up calls and send periodic up-dates on your program's activities and accomplishments.

There are other methods of fund-development or course, in addition to the more formal approach to major sources. These include sales of everything from baked goods to Christmas ornaments, raffles, cocktail parties, bridge games, benefits, and mail campaigns to members and friends. In each case, weigh the effort involved, the competition existing in your community, and the possible return. If you believe you will gain returns in good will and publicity but not much money, it may still be worth it. Just be honest in assessing the potential, and then make your decision.

Because over 85% of all the philanthropic giving in this country comes from individuals, mail campaigns are becoming more and more popular among local programs. This is a method whereby a "mail piece" (letter, brochure, return envelope) is sent to a potential list of donors ("the prospect list") asking for funds. Once they respond they join the "pool" and are asked again and again on a periodic basis (once or twice a year). It is important to continue to prospect — to add more new names to your pool. Programs have used names of current and former volunteers, friends of volunteers, general community people as a basis for the lists. Lists can also be rented from firms specializing in this area. LVA is involved with a yearly mail campaign, and will share information with program leaders wishing to know more about this on-going source of funds.

Some major funders include banks, insurance companies, local foundations, service clubs, and private industries. Often, these funders

require a formal proposal. Local programs have discovered that proposal writing isn't an impossibility for them and have been successful. The chapter on proposal writing from *Local Fund Development: A Basic Manual for Volunteer Programs* mentioned earlier is included here for your information.

On The Writing Of Proposals

A mystique has grown up around the writing of proposals, just as around the area of fund development. Proposals need not be difficult to write, need not be complex lengthy documents, need not be approached with trepidation. They are basically a written statement of your organization, its programs, its potentials and its needs.

There may be occasions when a written proposal is needed either to supplement or in lieu of a personal approach. If you're not sure whether a proposal or other written statement is needed, ask. Normally it will not be necessary for an approach to a local businessman or industry executive. It may be necessary for a local foundation or other charitable organization.

Be sure to determine the recipient's preference as to length and detail. Don't sell your ogranization short, but don't bury the potential donor in piles of paper either.

A common approach to proposal preparation is to identify those questions which need to be answered. Those which follow are typical. They may be answered in as little as 3-5 pages, although occasionally, a longer proposal is needed.

- What is the problem at hand?
- What is currently being done about the problem?
- What should be done?
- Who are you, what have you accomplished (emphasizing achievements relevant to the problem at hand; number of volunteers placed might be useful)?
- What do you propose to do (including time schedules, budget, personnel)?
- What kind of positive change in this community or nation will result?
- Why are you more qualified than anyone else to do the job (cite your resources)?
- Who supports your proposed efforts to solve the problem?
- What are you asking the reader to do (specifically)?
- How will the evaluation of your success be done?

It is essential that you are to the point, specifically detailing your needs, the contribution being requested, and how such support will be utilized. Remember, contributions can be both monetary and in-kind (desks, office space, office supplies).

A longer proposal simply takes the basic elements of the shorter version and expands on them, providing more background history of your organization and its accomplishments, and more detailed analysis of why you need support and how it will be utilized. You may want to include more material on where your organization is headed in general, beyond stating how this specific contribution will be utilized. Any internal reports, external publicity, public relations materials, publications or posters that are relevant may also be included. The goal is to inform the potential donor of all that your organization does and plans to do,

emphasizing how it provides service, solves problems and effects positive change.

The following checklist may help you write more concise, effective, and hopefully successful proposals:

Before you write:

- Start with a fundable idea.
- Plan carefully from the time you decide to write the proposal until you complete the final copy.
- Know the exact requirements of the granting agency.
- Prepare an outline. Organize your ideas, facts and viewpoints. Make the outline as complete as possible but allow space for additional notations as you go along.
- Study your outline. Be certain that you have a logical arrangement. See that you have selected only those points central to the full development of your proposal. Look for places that may be documented with graphs, charts and other illustrations.
- Become totally familiar with your material. Know exactly what you want to present and how you want to present it.

When you write:

- Write clearly. Say what you want to say in statements that are readily understood. Define unfamiliar terms if necessary.
- Use simple, concrete words. Use active verbs that give motion, speed and "excitement" to your writing.
- Use words that convey the exact meaning you want to get across. Remember Mark Twain saying, "The difference between the right word and the almost right word is the difference between lightning and lightning bug."

After you write:

- Read the first draft of your proposal aloud for sense, sound and repetition of words and phrases.
- Cut out all words and phrases that may confuse and bog down the reader.
- After you correct the first draft, have others read it. Choose people who are objective and know something about writing. Make certain that all statements are clear to these readers, that there are no flaws in the organization of your material.
- Examine the final draft for punctuation, spelling and consistency in construction.
- Avoid too many footnotes.
- Present the granting agency a neat, tidy copy of your proposal.
- Type it on good quality paper; do not send Xerox copies. Make certain the typing is clean and crisp. Always double space and use wide, single margins. (Exception to this rule is ecology — don't waste paper.)
- Package well so the proposal will not fall apart or get mangled.
- Don't forget to include your supplementary material.
- Submit your application as long before the deadline as possible.
- After you have submitted your proposal follow up with letters, calls, etc., but don't get pushy. Playing too much politics rarely helps in getting something funded. If you have friends in positions that can help, seek their assistance but don't get obnoxious.

(from Local Fund Development)

If your program affiliates with LVA, don't overlook the opportunity for income through presenting a contract workshop. A contract tutor

training workshop is one presented for a fee to a group which does not intend to become a member organization of LVA. A contract is drawn up between the client group and the LVA trainers, whether the trainer be staff or volunteer. An example of such a client might be a school system which wants to train some of its professional staff in basic reading teaching techniques. If you are willing to put the effort into presenting either of the LVA workshops to an outside group for an agreed-upon fee, you might very well raise a major part of your budget while working toward LVA's goal. Details and regulations for giving a contract workshop are in included in LVA's *Policies and Procedures Manual*, and you should become familiar with them.

Fund development is *an important organizational process that builds for tomorrow while providing for today*. Encourage your fund raisers to think in these present-and-future terms.

Evaluation

by

John Eggert, Ph.D.

What Is Evaluation, and Why Is It Useful?

Program evaluation is *the collection, analysis and reporting of information to aid decision making.* Thus defined, it is a fairly familiar and common-sense activity. You engage in evaluation when you search out a good restaurant for yourself and your friends, when you report to a committee chairperson how people thought the meeting went, or when you describe your program to a potential funder.

As you go through the program planning activities as described in the previous chapters, you are engaged in evaluation. This chapter is to help you examine systematically the evaluation activities you already are carrying out, to consider additional or alternative approaches, and to create an explicit evaluation plan. It is based on the assumption that even though evaluation occurs naturally without formal consideration, it will be more useful if an evaluation plan is created and updated on a regular basis.

How to Plan and Carry Out an Evaluation

An evaluation plan does not have to be elaborate, but it should involve the collaboration of key board and staff members. This helps to build a commitment to the evaluation and the information it provides. People also find that working together on an evaluation plan inevitably leads to important and useful discussions on the nature of the organization, its goals and its means.

An evaluation plan for a year simply describes the details of each of the four steps used in evaluation:

1. Decide who needs what information and why.
2. Determine what specific questions should be addressed.
3. Devise practical ways of obtaining answers to these questions.
4. Assure that the information will be translated into action.

As an illustration of these four basic steps, we will be discussing the evaluation plan of a fictitious LVA affiliate, Literacy Volunteers of America, Success (Iowa) Affiliate. We will also discuss the place

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of experts in evaluation and the relationship between planning and evaluation.

Step 1: Decide who needs what information next, and why

Very often, after large amounts of time and energy have been put into an evaluation, people wonder whether it was all worth it. Often it wasn't, because no one stopped to ask the basic question: "Why are we doing this?" Your evaluation will be useless unless you spend some time deciding what problems you face which require additional information for their solution.

WHO NEEDS WHAT INFORMATION AND WHY? (Step One)

The primary users of the information generated by this evaluation will be ourselves — the LVASI board and staff. Some of the evaluation results will also be shared with our tutors and some of our funders.

The primary purpose of this year's evaluation will be to question some of the basic assumptions implicit in LVASI's operation over the last few years to see if they are appropriate for the present and near future. The assumptions we wish to examine are: A. the greatest number of our tutors will come from the west side of town; B. ESL is our primary focus; and C. our financial support will come from small, individual donations.

In addition, we want to see if there is any way we can increase the retention of tutors, and we want to understand how we can make potential funders more aware of the good work we do.

Many other important purposes were suggested by board members, and we regret that we cannot attend to them all. We hope the board will agree that those we selected reflect some of the highest priority concerns facing LVASI this year.

(from: Annual Evaluation Plan for LVA—Success (Iowa) Affiliate 1986)

In the example of LVASI shown above, board members had an uneasy suspicion that some aspects of the organization's operation were based on inaccurate assumptions about where they are most likely to recruit tutors, about the balance between ESL and basic reading and about where their money will come from. In addition, they wanted to find out how to improve tutor retention, and they wanted to understand better how funders and potential funders viewed LVASI.

These aren't the only problems LVASI had which could benefit from an evaluation, but were selected from many suggestions and requests of other committees and board members. Some wanted to know where students went after they left LVASI, others wondered if the office procedures could be made more efficient, and another wanted to know if federal funding sources were being adequately tapped by LVASI. There are always many more problems to be addressed than there are resources to address them.

Your primary purpose in doing a self-evaluation should be to understand what you are doing and how to improve it. If other members of the organization begin to feel that their actions are

being questioned or judged, or that someone is trying to lay blame somewhere, the effect can be disastrous. This point cannot be made strongly enough.

Step 3: Determine what specific questions should be addressed

Once you have identified the problem you want to solve through the collection of information, you need to become more specific about what information will help you solve it. Think of the questions implied by your problem, taking care to formulate them specifically enough that it is possible to find answers to them. For instance, if the purpose of the evaluation is to improve the fund development process, the question: "Why don't we have enough money?" would be too broad. Questions like "Would people give more if we asked for more?", or "What kinds of persons like to support us, and why?" are easier to investigate because they are more focused.

WHAT QUESTIONS DOES LVASI NEED ANSWERED THIS YEAR? ***(Step Two)***

We have selected a number of questions to help keep our evaluation activities on track this year. The following questions are organized around the three purposes stated above.

I. Questions about some basic assumptions of LVASI.

It is important to ask ourselves periodically why we do what we do, and why we do it as we do. The following questions are those that seem most important this year.

A. Is it appropriate to assume that the great majority of our tutors will come from the west end of town?

1. *Why do our tutors come primarily from the west end?*
2. *Do we give the impression we are a closed group? If so, what can be done to change this?*
3. *Do people in other parts of town know about us? If not, why not?*
4. *Are there financial or logistical reasons only west-enders participate?*
5. *Does our sponsorship by a Protestant congregation discourage non-Protestants from inquiring?*
6. *In general, why do we seem to accept the fact that this is a west-ender organization? What are the consequences of maintaining this assumption? What are the benefits of altering it? Finally, if it should be altered, what specific actions can be taken this year to involve persons from other parts of town in LVASI?*

B. We seem to view ESL as our primary focus. Is this view appropriate?

1. *What are the historical reasons for this focus? Are those reasons still valid? Why or why not?*
2. *What are the present community needs with respect to basic reading and ESL? Is one need more widespread than the other? Is one served less well than the other by other agencies?*
3. *What would be the implications for LVASI if we chose to give a greater emphasis to our basic reading program? What would have to change? What would we gain? What would we lose?*

C. We seem to assume that our financial support will come from relatively small individual donations. Is this a valid assumption?
   1. What is our record in soliciting larger individual gifts? How does this compare with other local organizations?
   2. How do other groups in town manage to pull in large donations? Is it a matter of perseverance, special skills, support materials or what? How can we improve our record in this area?
   3. Who are the wealthy persons in town most likely to give $500 or more to LVASI? For each of these, what argument would be most persuasive? Who do we know that could find out how to approach them for a donation?
   4. What are the primary sources of support of the five organizations in town who are most like LVASI? Which of these sources of others like them, can we approach?

II. Questions about tutor retention

We know that we have had a core of regular tutors who have stayed with us for years, but that a great many of our tutors drop out after their first student. We intend to ask the following questions this year to understand and improve this situation.

1. What is our actual tutor retention rate?
2. What are the most common reasons given by tutors for stopping?
3. Are there other reasons tutors don't recognize or don't want to mention?
4. For how many of those who drop out was tutoring for LVASI an inappropriate activity?
5. Are we utilizing those who no longer want to tutor for non-tutoring roles within LVASI?
6. Over which of the most common reasons for dropping out does LVASI have some control?
7. What specific steps can LVASI take to enable tutors to continue to be successful, productive and happy?

III. Questions about actual and potential funders' awareness of LVASI's achievements

1. Of all the things we do, what are the most valuable? The most impressive? The most important to ourselves?
2. Are our funders and potential funders aware of each of these?
3. Of those who are aware, how did they find out?
4. Of those who are not aware, what are the most simple and efficient means of informing them?
5. What specific steps should we take to increase awareness among actual and potential funders of LVASI's value and worth?

(from: Annual Evaluation Plan
for LVA, Success (Iowa) 1986)

The section of the sample evaluation plan illustrates how LVASI focused their evaluation. Upon considering the general problem of unquestioned assumptions, board members realised that there were several that were particularly worrisome. One was the assumption that tutors are most likely to come from a particular part of town. The general question about the validity of this assumption was further focused with a series of specific questions about tutors. These questions about what the LVASI image is among potential tutors, what might prevent persons in other parts of town from volunteering, etc.,

are specific enough to investigate and more likely to provide answers which suggest remedial actions.

A good way of identifying appropriate questions to be pursued is to have a brainstorming session or two with board members. Thinking of the general purpose of the evaluation, each member of the group should be asked to write down three or four questions that, if answered, would help to serve that purpose. These questions can be written on newsprint or a chalkboard to provide a stimulus for more ideas about questions to ask. Once a number of possible questions are formulated, select those with the greatest payoff. Ask yourself "Which four or five of these questions are most likely to yield information which will help solve the more general problem we are addressing?"

Step 3: Devise practical ways of obtaining answers to these questions

By the time you get to this point in planning your evaluation you will be pleased to find out that the evaluation has already had positive effects on the organization. The very activity of jointly agreeing upon some of the key problems faced by the organization will have the effect of focusing attention on and clarifying the nature of those problems. At times the questions generated by the above process will have obvious answers, the only problem being that no one ever thought to ask them before. In the LVASI example, the realization that many decisions were being made on the basis of implicit and unquestioned assumptions created an atmosphere of self-questioning in each of the committees. As a result, people were less inclined to think "We can't", and more inclined to ask "Why can't we?"

Avoid the natural inclination to feel that the collection of information is a technical or foreign activity. Very often the simple and the obvious is the best. There is no reason to develop a complicated questionnaire if picking up the phone and calling a few people will do just as well. Sometimes the answer to an important question can be resolved by thoughtful discussion with fellow board members or tutors, each person relying on his/her own experience for the necessary information. Sometimes your own perceptions should be considered suspect because you are so close to the problem. In such cases, you may want to invite an insightful person from outside of your organization to consider the questions you wish to answer, or to suggest alternate questions.

HOW WILL WE OBTAIN THE ANSWERS TO THESE QUESTIONS?
(Step Three)

The following tasks need to be carried out to obtain the information necessary to answer this year's most important questions:

1. Plan and conduct tutor interviews
   1.1. Develop five to ten questions to be asked of present tutors.
   1.2. Develop a similar set of questions to be asked of past tutors.

1.3. Six board members will each contact and interview five present or past tutors, taking notes as appropriate.
1.4. Same six board members will meet and develop summaries of of interview responses.

2. Plan and conduct brief survey of actual and potential funders.
2.1. Develop a list of seven-to-ten key accomplishments of LVASI.
2.2. Visit each of the top seven financial supporters of LVASI and inquire about their awareness of each, how they learned of them, and how other potential supporters might learn of them.
2.3. Visit each of ten potential funders with similar inquiries.
2.4. Visitors meet and prepare summary of findings.

3. Inquire about east-side perceptions of LVASI among potential volunteers.
3.1. Identify 3 east-side religious or neighborhood organizations whose members are potential LVASI tutors.
3.2. Meet with representatives of those organizations and discuss ways in which east-siders might be encouraged to participate.
3.3. Hold frank and honest discussion on this topic at board meeting.

4. Analyze community needs for ESL and basic reading.
4.1. Review documents and talk to charter LVASI board members to determine initial rationale for a heavy ESL emphasis.
4.2. Identify appropriate social service agencies and visit them to determine the extent to which ESL and basic reading needs are being met.
4.3. Develop a list of key activities which would have to take place during the following year if an increased emphasis on basic reading were adopted.
4.4. Have each board committee prepare a list of pro's and con's for increasing basic reading activities, including resources necessary to support essential activities and impact on other aspects of LVASI.
4.5. Summarize at board meeting, discuss and come to some conclusions.

5. Determine how successful fund development occurs in organizations like ours in this town.
5.1. Make a list of organizations similar to LVASI who seem to be successful in local fund development efforts.
5.2. Identify LVASI board members and friends who may know something about how these organizations do fund development, or who can find out. List any other sources from local libraries, newspapers, and the like. Include representatives from similar organizations.
5.3. Using these resources, assemble a list of DO's and DONT's, along with a list of potential donors.

(from: Annual Evaluation Plan
for LVA, Success (Iowa) Affiliate 1986)

The LVASI example illustrates a number of practical and efficient ways to obtain answers to the selected questions. Face-to-face interviews are favored because they tend to allow a more complete understanding of the questions and the answers than phone interviews or written questionnaires. They have the added advantage of strengthening communication within the organization and developing

links between LVASI and other organizations. Furthermore, involving board members in such interviews is a good way of helping them to develop first-hand knowledge of the key challenges facing the organization.

Don't overlook obvious sources of information like already existing records within the organization or those maintained by other governmental or non-profit agencies. Don't forget that others in comparable organizations may have faced very similar problems and may already have answers to some of your questions. Be careful not to reinvent wheels.

Sometimes a written questionnaire or survey is the best way to collect the information you need. This is the case when you need a small amount of information from a large number of persons, or when you don't have time to talk to everyone (or even a good sample), or if people are likely to respond more honestly if they can do so anonymously. A very quick and practical way of obtaining useful information about how to improve the quality of a meeting, workshop or other group activity is to ask people to write the answers to the following questions:

- What were the two or three best things about this experience?
- What were the two or three worst things about this experience?
- What is your overall impression of this experience?
- What one or two specific suggestions can you make about how to improve this experience?

If you do use written instruments to collect data, try to make them contain questions which may be answered "yes" or "no" or from a multiple choice. Subjective answers are very hard to synthesize. Have the questions reviewed by five or six different persons before they are used so that any ambiguities in wording can be spotted. Finally, remember that people usually don't like to respond to questionnaires unless they have a personal stake in the problem being addressed. Questionnaires sent to strangers will have very low response rates.

Step 4: Assure that the information will be translated into action

You need to plan from the beginning of your evaluation how the information you gather will be used. The easiest mistake to make is that of "evaluation fade-out": You enthusiastically embark upon an evaluation, a little less eagerly collect the information, half-heartedly summarize it and then let the results fade into oblivion. "Whatever happened to that evaluation we were doing?" people will ask. "Well, we did it and nothing really came of it," you will respond.

HOW THE INFORMATION WILL BE USED **(Step four)**

The planning and evaluation committee will work closely with other board committees in collecting and analyzing the information required to answer the questions identified in the beginning of this

plan. Reports on the progress of the evaluation will be made at each board meeting. As each evaluation task is completed, a summary of our conclusions will be reported to the board, along with recommendations for specific action.

(from: Annual Evaluation Plan
for LVA, Success (Iowa) Affiliate 1986)

Many of the suggestions made earlier in this chapter are to help you to avoid evaluation fade-out. Clearly identifying the purpose of the evaluation, by specifying who needs the information and why, prevents the process from dispersing in all directions. Be sure to agree upon a timetable for accomplishing each step in your plan. Involving all the board members and other interested persons in planning the evaluation and in carrying it out will help to assure continued interest and commitment, so that they are ready to act upon the information as soon as it becomes available. Very specifically focusing the questions you need answered prevents them from fading away because no one ever understood what they meant anyway. Finally, the information collection activities associated with each evaluation question should end with some sort of written report. Such a report could be quite short, consisting of a listing of conclusions and recommendations, if a verbal report is also given to the board.

It is important that evaluations be action oriented. That is, when the results are reported, listeners should want to respond "Let's get going on that!" rather than "Hmm, that's interesting". The results need to be thought about and summarized in terms of the question "What does this information say that we should do to solve our original problem?" An evaluation report, after summarizing the important findings, should end with recommendations for action. If you have done your job well, the appropriate board committee will have been sufficiently involved in the evaluation that it will be eager to implement your recommendations, or at least give them very serious consideration.

Using Experts in Evaluation

A major theme of this chapter is that evaluation has a large element of common sense and that a thoughtful program manager is fully capable of planning and implementing a useful evaluation. If you do have access to someone experienced in planning and conducting program evaluations, by all means use that expertise. Do keep in mind, however, that you will usually know more about your program and its needs than an outside expert will know. Make sure the evaluation is designed to serve you and your program, and not the other way around. Also, before you select an evaluation expert, have some idea of what kind of evaluation expert you want. Some are experienced in tests and measurement, others in the evalua-

tion of management systems, others in educational research design, others in program evaluation. Choose someone who has the background you need.

The Relationship Between Evaluation and Planning

The relationship between evaluation and planning should now be clear. Information about key problems facing the organization is translated into recommendations for action which are incorporated into the planning process. As plans are implemented, questions may be raised about how the implementation process might be improved, or if things are going as hoped. These concerns become translated into questions to be asked through evaluation. It is a good idea to use the annual plan as a starting point in developing evaluation questions. Sometimes you will merely want to ask: "Did we achieve what we said we would?" Some of the more innovative plans might require more in-depth evaluation. Don't restrict your evaluation questions to those suggested by your formal plans, as such plans often embody the very assumptions you need to challenge.

Records + Reports = Accountability

by

Jonathan D. McKallip

You will begin keeping records as soon as you begin making the contacts for your community assessment, your building of an interim board of directors and fund development.

You will want to design a form which gives: name, address, and phone numbers of the person to be contacted, purpose for contact, name of person suggesting the contact, date of each time contact is made and any pertinent information arising out of this contact. A 5" x 8" index card is entirely suitable for this type of recordkeeping.

These cards, along with your yearly planning and evaluation papers, financial and progress records, as well as your annual budget will provide you with information on which you can then base your evaluation and future programming, budgeting and fundraising. Simply put: Knowing where you have been and what you have accomplished will help you go farther and accomplish more.

As the leaders of a local program, you have responsibilities to a number of people: those with whom you work, those whom you serve, and those who aid you. You are accountable to fellow volunteers (staff and board), students, funding sources, and, as an LVA program, to the LVA state and national boards. At some point, you'll be asked: "Prove to us that what you say you're doing, you really do." People should be asking that.

Records allow you to demonstrate your effectiveness — as well as complete the report forms needed by your state and national offices. You should keep records on students and on volunteers.

Student report forms, no matter what their style (see LVA's *Policies and Procedures Manual* for one sample), should contain some basic information: name; address; phone number; education level; work experience; tutor's name, address and phone number; pre-test level and date of testing; post-test level and date of testing; reason(s) for seeking help, a yearly recording of the number of hours taught; a place for adding objective comments about the tutoring experience as it proceeds.

There would be separate forms for Basic Reading, and English as a Second Language; (many find pre-test and post-test forms

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useful). The cards are helpful in making yearly reports of program accomplishments, as you can easily count up the number of students taught each year, the number of hours taught, and the number of tutors. You also have the information at hand which will allow you to ascertain change in grade level for a given number of hours taught. LVA has done such studies and has found that on the average, students increase one grade reading level with 45 hours of tutoring. (To date, LVA has not done similar studies on ESL students.) Such statistics are impressive to many people. They are equated with school grades, and we are seen as doing a good job. But we know this doesn't tell the whole story. We also need to tell the human stories — the small or large gains made by students reaching toward their goals.

Many students establish new goals, and return to the program after a hiatus. These forms come in handy when that student returns. You have a record of what went on before, whom he/she worked with, and test scores. It's much easier to match and get the student working again.

You also need to establish records for volunteers. These forms need to contain name, address, phone number, when tutor training was taken, student's(s) name(s), and address(es), record of in-services attended, other volunteer jobs done with dates, hours served and any other information you think would be helpful in matching this volunteer with students and/or other volunteer jobs. Keep all of this information as objective as possible. You do not know who may have access to these files at some time in the future.

The program must establish a financial record keeping system. Since most programs have small budgets, a cash basis system will suffice. You need to keep a record of income and disbursements, reported periodically to the local board, and at least once a year, to the total membership. If you have designated grants for special projects, you may be required to keep separate books for that amount of money. As a program grows, the budget grows. With this growth, you may be required to have more sophisticated record keeping, perhaps even an accrual system. Get volunteer help from a banker, CPA, business treasurer, or other financial person to do this.

Your program, whether affiliated with LVA or not, should prepare an annual fiscal report to be presented to your board of directors and program's membership.

LVA requires an annual financial statement from its affiliated programs. A sample of this report form is included in LVA's *Policies and Procedures Manual*, and should be reviewed with the treasurer and finance committee early in the year. Most affiliates authorize LVA to include them in LVA's group federal tax exemption application. The financial report is a legal requirement in these cases. There may be additional reports required by your state LVA office.

Each LVA program must submit an annual program report to the state LVA office or directly to the national if no state organization exists. A sample form is included in LVA's *Policies and Procedures Manual*. The annual report form is not difficult or detailed. Check the report form early in the year so you'll know exactly what information you need to be collecting throughout the year.

Even if you are not an LVA-affiliated program, you should keep such records for your own and your funder's use. A factual, yearly, statistical report should include data on the numbers of students and tutors, the number of and kinds of training given, the extent of the program's involvement in the various sub-programs, and the number of contract workshops given. Each year, the compilation of these reports will provide you with the best possible body of information about your program. Figures from these reports are used throughout the year when it is necessary to describe the scope of your program. They provide a basis for evaluation, for taking remedial action, and for program development.

One word about all record keeping — "Keep it simple!" We don't want any program to get bogged down in paperwork; there's too much other work that needs to be done. We do want you to be able to retrieve necessary information. Recordkeeping leads to reporting which leads to accountability, which leads to responsible planning and program expansion. It pays off handsomely for everyone.

DIRECT SERVICE MANAGEMENT

PROCESSING A STUDENT

RECRUITMENT →

Referrals from:
- Social Agencies
- Industry
- Schools
- Neighborhood Centers

TV and radio spot Announcements

Word of mouth

Other publicity

Presentations to groups

ORIENTATION →

Interview with each prospective student

Explain program to student

Gather background information and data relevant to assigning student to a tutor

ASSIGNMENT →

Matching Committee

Evaluates information on prospective student

Assigns appropriate tutor — matching time, location, personality, etc.

Notifies tutor of match and gives information on student

Student is contacted by tutor — meeting time and place set

The teaching process begins

EVALUATION AND RECOGNITION

Individual evaluation of student is made through diagnostic and comprehensive tests

Teaching techniques and materials used are based on evaluation and student's goals

Student attainment of goals and efforts are recognized at Annual Student Award Ceremony

PROCESSING A TUTOR

RECRUITMENT AND ORIENTATION →

Recruit Volunteers

Talks to civic, church, service, and educational organizations

Word of mouth

Full use of all mass media

Registration: Tutor submits Questionnaire

Interview by affiliate representative

Present options for service in addition to tutoring

Receive tutor's committment of a year's service

TRAINING →

Tutor Training Workshop

either in Basic Reading or in English as a Second Language

ASSIGNMENT SUPPORT →

Matching Committee

Evaluates information on prospective tutor

Informs tutor of student assignment

Assigns tutor a Tutor Contact

Tutor contacts student

Tutor meets student at mutually convenient location

Teaching process begins

FOLLOW-UP AND RECOGNITION

Tutor attends at least one in-service training session a year

Tutor reports to Tutor Contact, who also initiates regular contact

Tutor's achievements are recognized by pins, awards at appropriate ceremonies

Recruitment

by

Connie Haendle

Let's look at recruitment: finding the people who will be involved in a literacy program. Generally, there are three types of volunteers that you'll look for: tutor, management, and student.

Recruitment can take place in three different ways: (1) self-recruitment, where the volunteer comes on his/her own initiative and is self-motivated; (2) informal or general recruitment, or the word-of-mouth method, where the enthusiasm of members brings in new volunteers; and (3) planned, where recruitment is done by people specifically assigned that task.

The second, or informal method, has proven very valuable in established literacy programs but in a new program you'll need a planned campaign until you can utilize your own enthusiastic volunteers to aid in informal recruitment. Your volunteer recruiter should first determine if there is a volunteer center in the community. Whatever its name, Voluntary Action Center, Volunteer Center, Clearinghouse for Volunteers, you should use its service if they exist. Duplication of effort is both ridiculous and wrong.

If you have such a center, learn its routine. Supply it with job descriptions for both tutors and managerial volunteers in your program as well as with a brief description of your goals and program. Keep the information up-to-date and include training dates as workshops are scheduled. The volunteer center may not answer all your recruiting needs, but don't ignore the possibility that it may be a big help.

In a survey of LVA affiliates, the following methods of recruiting volunteers were listed in order of effectiveness:

1. newspapers (stories, editorials, letters to the editor, ads),
2. direct solicitation (personal approach, or word-of-mouth),
3. radio spots and interviews,
4. posters and flyers (best places for distributing: libraries, Voluntary Action Centers (VAC), churches),
5. TV spots,
6. presentations such as speaking engagements at clubs and organizations,
7. notices in church bulletins,

Connie Haendle, *author of the original Program Management Handbook for Literacy Volunteers of America, joined LVA in 1962 as a tutor, becoming one of the organization's first tutor trainers. In 1969, she became LVA's Director of Field Services, a position she held until her death in 1978.*

8. referrals from VAC,
9. notices through the schools,
10. teacher newsletters,
11. organization and corporate news sheets,
12. shopping papers
13. library displays,
14. referrals by social workers, clergy, family.

In addition, there are organizations through which you might work either by making direct presentations as mentioned above or by appealing to their leadership for support of your program. Consider: civic and service associations (Rotary, Zonta, Kiwanis), religious groups, PTA and PTO, women's clubs, fraternal and social groups (Masons, Daughters of Isabella), labor unions, business and professional associations, Retired Senior Volunteer Program and other associations of retired persons, American Association of University Women, the Federation of Women's Clubs, Junior League and Altrusa-International. A brainstorming session with your board or recruitment leaders can give you the specific list for your own community, and its length may amaze you.

Don't forget the off-beat places and sources. As Eva Schindler-Rainman and Ronald Lippett point out in *The Volunteer Community*, "The only people who can be recruited through established agencies, for example, are those who are already connected in some way to the establishment." (p. 67)

So think about laundromats, bowling alleys, bars, neighborhood ice cream or hamburger spots, informal neighborhood social groups. Post your brochures or flyers in waiting rooms of public health and housing centers, supermarket bulletin boards, in health-improvement clubs, diet workshops. Use the people whom Eva Schindler-Rainman calls "informants," and she includes all sorts, from mailmen to doctors, with an assortment of merchants and public service personnel thrown in. The thesis is quite simple: "People know other people, who need only to be asked. It has become very clear that most people are eager to be of service, if they are just given the opportunity." (page 67)

Once you have succeeded in the recruiting of a volunteer, you have an obligation to discuss the program and its opportunities with him or her. This is not a popular idea with recruiters of volunteers, who often feel all comers should be accepted since they are offering their services. Marlene Wilson disagrees with this view and suggests

> that we owe it to volunteers to conduct thorough and effective interviews. If we don't, then we are in essence saying to them "We know what we need and want — but we neither know nor care what you want. Because you are free we have an obligation to accept you." No applicant, whether paid or volunteer, wants to be or should be judged suitable or not for a position without a chance to discuss it face-to-face. (1976. pp. 121, 122)

The meeting with a prospective volunteer gives you an opportunity to:

- explain the overall program,
- understand the applicant's motive(s) for volunteering and determine how your program can help meet those needs,
- present the options (Tutoring is the main job, but organizational jobs are critically important, too. See Appendix for Job Descriptions.),
- recognize potential leadership and consider how you can best recruit and develop that quality in a person,
- listen to the volunteer's concerns, and answer questions,
- present the training requirements,
- gain a commitment to serve for at least a year (If the volunteer wants to tutor, the commitment should include willingness to tutor for a minimum of 50 hours.).

The following time-cost chart presents information which will help you to estimate how many volunteer-hours you will need for program support and be able to tell each volunteer during the interview how much time they are being asked to commit annually.

Estimated Staff or Volunteer Time Needed To Minimally Run A Local Literacy Volunteers Affiliate

Based on an Affiliate of 20 Student/Tutor Pairs

Community Relations	
Agency contact (phone)	15 hours/year
Speaking engagements (service agencies, churches, etc.)	15 hours/year
Literacy Volunteer week PR campaign	10 hours/year
Materials	
Review and selection of high interest/low level publications	10 hours/year
Development of library collection	10 hours/year
Tutor/Student Supervision	
Tutor initial interview, evaluation (one hour per student)	20 hours/year
Student initial interview, evaluation (one hour per student)	20 hours/year
Tutor supervision (telephone, in person discussions, new materials, student relationships — one hour/week	52 hours/year
In-Service training (participation in County/State activities)	10 hours/year
Voting member of regional/state consortium (attendance at regular meetings, committee involvement, annual conference)	25 hours/year

Tutor Training Workshops (2 per year)	
Publicity production and distribution	32 hours/year
Coordination with other LV's in county	15 hours/year
Scheduling	4 hours/year
Prospective tutor correspondence and phone interviews	10 hours/year
Leader preparation and development	20 hours/year
Actual workshop presentation (set-up, breakdown & instructional time)	50 hours/year
Materials/kit preparation (includes ordering)	10 hours/year
Time Commitment To Tutoring Program	308 hours/year
Tutoring — 2 hours per week minimum per tutor	50 per year

Prepared by Literacy Volunteers of New York State

Interviewing — A Brief Outline

You want to make good placements for your volunteers — students, tutors, and other volunteers. You need information to do that, and an interview is a way to get this information.

Margaret Pace Lausin, Literacy Volunteers of New York State Board member, and Senior Personnel Technician, Monroe County (NY), offers this outline whether you are interviewing a prospective tutor or student:

1. Establish a comfortable atmosphere for the interview.
2. Give enough time — no less than 30 minutes; no more than 45 minutes.
2. Pay attention to yourself as you represent the program.
4. Prepare carefully; be able to answer potential questions which may be asked.
5. Be as reassuring as possible.
6. Ask three kinds of questions:
   a. ones that can be easily answered
      (Did you have trouble finding this place?)
   b. ones that give an opportunity to express self
      (How did you hear about us?)
   c. ones that provide an assessment
      (Why do you think you didn't learn to read? What do you feel are your greatest skills that can be brought to this job?).

   Try to avoid questions that can be answered by "yes" or "no". They tell you little about the person you are interviewing.
7. Demonstrate good listening skills.
8. Make notes, but be as unobtrusive as possible.

9. Sense when the interview is over, but don't be abrupt. ("Is there anything else that you'd like to expand on?")
10. Make your assessment after the interview keeping an open mind during the interview.
11. Above all, communicate the realities of the task — challenges and satisfactions as well as the frustrations and obligations.

Interviewing is an art, which, if skillfully used, can tell you a lot about your new prospects. You may prefer to interview several recruits at a time. The interplay in the conversation is often helpful and the volunteer will often ask more questions in this situation than would be asked by a person who is interviewed alone.

A number of programs include an orientation to local conditions for all the volunteers in their tutor training workshop. The commitment to continue the workshop is not made until the end of the session. The obvious drawback to this plan is that the leaders don't have much opportunity to hear what the new volunteers have to say or to ask. Also, it presupposes that they are volunteering to tutor only, and the person interested in some other form of service might be cut out.

Your recruiters may at first have to double as the public relations committee, but since the jobs are so big, try to fill the spots separately as soon as possible. The how-to's for your public relations (PR) people are included in LVA's *Community Relations Kit*, so be sure to provide copies of this to all those involved in either recruiting or PR. One key element to remember is *to be effective, public relations and recruitment must be constant and ongoing.*

A word of caution: Don't permit your recruitment to become ingrown. It's easy to fall into the habit of seeking volunteers only among one's own friends and acquaintances, organizations and neighborhoods. But if you do that you will limit your program's resources, missing the many volunteers to be found through more creative approaches. Consider recruiting among your communities various ethnic, fraternal, and service organizations as well as among those groups who serve a specific age or occupational group. Consider high schools and colleges as locations of potential tutors and managerial personnel. Make a concerted effort to add at least one new source of recruits to your source list every campaign.

One further word of caution when recruiting for special jobs in the affiliates. "It is safer in the long run to carry a vacancy until it can be well filled than to fill it poorly, for the minute it is no longer a vacancy the incentive for a search for candidates is gone. (Naylor, p. 89).

A final word about the importance of getting the right people to do the recruiting: "Recruiters help prospects to imagine themselves enjoying the work, growing and learning. Good recruiters make sure prospects understand how important their unique abilities would be

for the organization and for their community. . .Not everyone is a good recruiter!" (Naylor, p. 87).

In recruiting students for your program, first consider cooperation with existing programs and agencies. Some communities are finding it valuable to direct all publicity efforts concerning literacy needs of adults to one central phone number. It might be in a library, an Adult Basic Education center, or with an independent agency that acts as a referral agency.

The same LVA survey mentioned earlier provides a list of methods for recruiting students, which affiliates have found to be most effective.

We include the list here, in order of effectiveness:

1. word-of-mouth by satisfied students and tutors,
2. agency referral (specifically mentioned: social services, public and private agencies),
3. radio spot announcements,
4. TV spot announcements,
5. newspaper stories,
6. posters and flyers,
7. school referrals (guidance counselors),
8. continuing education (ABE) referrals,
9. school referrals (from parents of students),
10. periodic scheduled contacts with social agencies,
11. visits with inner-city social workers,
12. referrals from special education teachers in public schools,
13. signs for libraries,
14. signs in downtown areas,
15. probation officer referrals,
16. employer referrals,
17. employment agency referrals,
18. inquiries at churches,
19. inquiries at libraries.

Some of these sources listed were considered the best by only one or two affiliates, but all should be considered. Other sources include:

- churches, especially inner city store-front churches (Ministers who are also counselors in the main-line churches may help, but the ministers of the store-front churches are often powerful leaders in their immediate communities. If they believe you can help members of their congregation, they will influence potential students to talk with your recruiters.),
- family court judges,
- local community action programs,
- laundromats, bars, beauty parlors, barber shops, liquor stores — for posting flyers and brochures,
- neighborhood centers.

Many adult educators believe that one of the most successful ways to recruit adult students is the door-to-door method. This is unquestionably the hardest method, but if you have a recruitment team that has the time and energy, it's worth the effort.

Recruiters, in any kind of recruitment campaign, should know that the potential adult student:

- may be very fearful of, and intimidated by, the school situation;
- may have been a failure or a dropout in previous school situations;
- is an *adult* and has a great need for a sense of dignity and a feeling of worth;
- will have an achievement level, mode and rate of learning, and ability different from every other adult learner;
- may have a great deal of knowledge in specific areas;
- may be more non-verbal than verbal;
- may be timid, unemployed, and unaware of job opportunities;
- may possess a negative attitude toward social institutions which represent authority;
- may have values, goals, and attitudes different from those of the typical member of the middle class;
- may be fearful of competition and evaluaion;
- may have a slower reaction time and suffer some decline in sight and hearing;
- has had a great deal of experience in living;
- will be a part-time learner, often with heavy responsibilities at home, on the job, in the church, and in the community;
- expects information to be relevant;
- is a voluntary learner;
- may come from a low socioeconomic background;
- may be a highly successful and respected member of the community.

Recruitment, whether conducted in person or through agencies, needs a system for following through. This is very important. Initiate your own system for keeping records. You'll need a file on every prospect, indicating basic information on the student, and then the disposition of the case — when the student was interviewed, assigned, and tutoring started. After that the tutor and supervisor are responsible for continuing the contact and making reports.

Carefully executed recruitment will provide you with a dedicated pool of resources from which your program will fill its positions.

Tutor Training

by
Jerri Lee and Andy Tyskiewicz

> Literacy Volunteers of America, Inc. (LVA) has always named the *student* as the most important person in its program. A close second is the tutor, the volunteer who completes careful training in LVA's Tutor Training Workshops and then works with the student in either basic reading and writing or conversational English.
>
> (LVA, 1980)

No matter what type of volunteer program you are involved in, training is a most important aspect of making it effective and efficient. In the Literacy Volunteer's program, we have three aspects of training: *orientation*, to learn about the program; *pre-service*, to learn how to tutor; and *in-service*, to learn advanced, updated tutoring techniques.

Orientation

Tutoring adults is not an easy task. Before the tutor can make a commitment to this demanding job, he/she is entitled to know what is involved in the commitment. So, orientation, whether done in the initial tutor interview, in a pre-workshop session, or as part of the regularly scheduled workshop sessions, must include information about your organization's structure: local, state and national; about the history of the organization (all levels); about those making up the board and staff and how the various levels work together. Prospective tutors should also receive information about the local literacy/English-as-a-second-language situation, a mini-demonstration of tutoring techniques and some words from an experienced tutor or a tutor and student.

Prospective tutors need to know that they will attend training sessions (in LVA, 21 hours, 18 in the regularly scheduled workshop and a three-hour follow-up session after they have tutored for a few weeks.); tutor a minimum of 50 hours; attend at least one in-service training session a year; and report at regular intervals to their local program.

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Jerri Lee, *Assistant Director of Literacy Volunteers of Connecticut and Director of Field Services/Basic Reading, holds an M.Ed. in secondary education from the Pennsylvania State University. She has been with LVA since 1974 both as a tutor and trainer.*

The orientation sessions inform people "up front" what is expected of them, what their commitment is (see Job Descriptions, Appendix 69). It inspires people to tackle the task at hand. Often they leave the orientation session and tell their friends, bringing them to the first session of the tutor training workshop. The orientation also serves to alert those people who find they do not want to tutor to the other very necessary volunteer jobs to be done in a local program. It allows people to make an informed decision about pursuing tutoring. Those who decide that it is not for them can drop out at the beginning and thus free space in the workshop for those who would continue in tutoring.

Pre-service training

Even if your program is not affiliated with LVA, we still strongly recommend formal tutor training in order to build a strong, effective program. Everyone (and that means everyone) who is going to tutor under the auspices of Literacy Volunteers must take the tutor training — even if one has extensive reading/ESL background and experience. The purposes of this requirement are many fold: Shared training gives a common understanding of what reading/ESL are; what the philosophy of Literacy Volunteers is; and what the differences between teaching a child and an adult are. The workshop exposes the tutor to a variety of teaching techniques, ways to motivate a student, ways to work with a student to analyze his/her goals and how to set tasks and write lesson plans. LVA's premise that *a professionally trained volunteer can make a difference in a student's learning* is based on a well-thought out, integrated workshop.

At the tutor training workshop, the prospective tutor has a right to expect a well-planned, clear presentation of the program; an opportunity to master techniques; and a chance to learn, to question, to evaluate, and to plan. During this pre-service training, the volunteer gains the necessary confidence to do an effective job as he/she works with a student.

In-service training

Then there is the in-service, a dreadful name for an important aspect of the program. As part of the commitment to the program, tutors should be ready and willing to take additional training. The affiliate, the state staff, and the national organization have a duty to provide training on an ongoing basis that is relevant, useful and informative. A chance for tutors to exchange ideas is important, but to ask tutors to meet for this purpose only causes tutors to lose interest in the in-service seminars. The material presented should both add to the knowledge of the tutor and address problems experienced in tutoring. In-service training also provides much needed continued moral support for the front-line tutor. LVA provides some "packaged"

in-service sessions — Special Reading Problems, Comprehension and Study Skills. Tutoring Reading in Schools — but local programs are encouraged to utilize expertise found within the programs and/or communities.

It is important to keep in mind two major points regarding training volunteers:

- A program must conduct some kind of formal training program.
- A training program should consist of three parts — orientation, pre-service, and in-service.

Matching

by

Elaine Mittelgluck

In an effective volunteer program, there are many jobs that need to be done, people who want to do them, and a requirement that jobs and human resources be well-matched.

Matching Student and Tutor

In a new or small program, matching may be done by the general chairman, a student recruiter, or the coordinator of tutor training workshops. Eventually, you will probably need a matching committee whose members concentrate on assigning students to tutors, and new tutors to supervisors/consultants. If most of the work of the matching committee is done by someone other than a workshop leader, it is recommended that he/she attend at least one session of each workshop.

Whoever matches students and tutors must have all the relevant data possible about them. This information for the student will come from the student's initial intake report and interview and pre-tests if given by other than the tutor. For the tutor, the information will come from the trainee application for training (See Appendix 69), an initial interview as well as an informal assessment of the trainee's performance at the workshop. For re-assigning tutors, use the records that have accumulated in addition to a new interview.

In matching, consider schedules, geographical location, and preferences stated by the tutor or student concerning the age or gender of the other. Intangibles are important too. For example, avoid assigning the very shy, quiet student to an aggressive, talkative tutor, or a slow student to a tutor who wants to see immediate results. Literacy Volunteers of America affiliates report that age disparity between student and tutor is not necessarily a negative factor. Some young tutors have been able to work very successfully with older students and vice versa. Individual maturity and sensitivity are the key factors here.

Matching Jobs and Volunteers

In new or small programs, one person might do more than one task, but every effort should be made to involve as many people as possible as quickly as possible. Many local program leaders have

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Elaine Mittlegluck, *a basic reading tutor with Literacy Volunteers of New Rochelle, NY, holds an MSLS degree from Columbia University. She was Coordinator of LV of Mt. Vernon, NY from 1980 to 1982.*

said, "In LVA there is a job for everyone. We must match talents with jobs."

Your job as program manager is to match skills with tasks. In order to do this, you might follow these steps:

1. Decide what job needs to be done.
2. Develop a job description for each function (See Appendix 69).
3. Recruit for the job — working with your recruiter and PR chairman.
   - — Assess needs and interests of existing volunteer pool — remember a variety of experiences or a promotion could contribute to volunteer retention.
   - — Place a notice in your program's newsletter.
   - — Register your position at your Volunteer Center.
   - — Place an advertisement in your local newspaper.
4. Interview and select a person or persons to do the job.
5. Provide orientation/training/continuing support.
6. Get the job done.
7. Evaluate performance.

Matching is a relatively easy task if you consider needs, skills, and other concerns of those who want to do something (whether it be to tutor, to learn, to lead, or to stuff enveloped), with the job(s) that needs to be done.

Tutor/Student Support

by

Gene and Janet Nichols

Need for the Support System

During the Tutor Training Workshop, the new tutor is surrounded by the workshop leaders, table leaders, and the other trainees. Any questions and concerns about tutoring are discussed and explored within this supportive group. In contrast, when the tutor completes the course and starts working along with his/her student, this type of support is no longer regularly available, yet the tutor continues to have many questions and concerns.

Your program needs to develop and maintain a system that gives the tutor the opportunity to ask questions, find answers, discuss problems, hear of new lesson plan ideas, borrow teaching materials, and experience encouragement and recognition. The system should provide special support for newly trained tutors and continuing support for all tutors through regular contact between tutors and tutor contacts* and through tutor-oriented program activities.

Support Through Tutor Contacts

In the time between the final training workshop session and the reunion in-service session four to six weeks later, the new tutor faces the double challenge of becoming acquainted with his/her student and developing effective tutoring strategies. This can be a time filled with questions, concerns, and sometimes doubt and discouragement. Since not all tutors will seek help when they meet a problem, it is important for your program to plan to contact and encourage new tutors and help them with their questions and concerns. Here are some guidelines you can follow when formulating your plan:

**This term is used to describe the person who is assigned from 1-10 tutors, and acts as a liaison person between the tutors and the affiliate. He/she is the first line of contact. A job description will be found in Appendix 69.*

Janet A. Nichols, *Chapter I Reading Teacher East Hampton, CT school system, holds an MA in education with extensive additional graduate work in teaching reading from University of Connecticut. Co-founder and past president of Literacy Volunteers of Greater Middletown, she has also served as a tutor and tutor contact.*

Eugene Nichols, *Supervisor of Technical Writing, Pratt & Whitney Division of United Technologies, holds a degree from the University of Connecticut. Co-founder and present finance committee chair of Literacy Volunteers of Greater Middletown, he has served on the Literacy Volunteers of Connecticut state board of directors.*

1. Select people to be tutor contacts. Use someone who has tutoring experience if possible. Some people who might take on the role of tutor contact are workshop leaders, assistants, active tutors, consultants, program chair, matcher or program coordinator. In short, the duties of tutor contact are consistent with other roles in the program.
2. Give the tutor contact training in ways to help and encourage the tutor. Provide them with a list of resource persons who might be helpful in answering the tutor's specific questions. (librarian, reading consultant, ESL specialist, social service agency staff).
3. Provide an opportunity for the tutor and tutor contact to meet during one of the workshop sessions.
4. Have the tutor contact call the tutor at least once a month to informally discuss tutoring progress.

Each tutor contact generally working with no more than ten tutors, is the new tutor's first support person in your program's network of communication. However, these same tutor contacts will serve as ongoing support for the tutors when you follow the guidelines given below:

1. Provide each *tutor* with specific written instructions for keeping in touch with his/her tutor contact that states whom to contact, when, where and how, what information is needed, and why the information is needed.
2. Encourage tutors to report problems, questions, and concerns to their tutor contact.
3. Ask each tutor to keep a record of number of hours tutored, student test scores and goal achievement, location of tutoring, and any other facts desired by the organization and to report those statistics to their tutor contacts at specific intervals.
4. Provide *tutor contacts* with training on what to do if they don't hear from a tutor, and how to deal with the problems and questions that the tutor mentions. Two alternate systems that are commonly used for dealing with tutor questions are:
   a. Provide each tutor contact with a list of the names, phone numbers and job descriptions of the program's officers, staff and resource persons so that the tutor contact can pass the question directly on to the appropriate person for a response.
   b. Instruct the tutor contact to pass all questions on to the program chair or coordinator who will follow through by obtaining a response from the appropriate person.
5. Provide tutor contacts with training on how to use the report forms that the tutors will be filling out.
6. Instruct the tutor contact to respond to the tutor's questions

with personal phone calls or letters in the shortest time possible.

Support Through Program Activities

To complete the plan of support for tutors, your program may conduct any or all of the following activities:

- Maintain a library of teaching materials. (See the LVA *Bibliography* for a listing of books appropriate for both basic reading and ESL programs.)
- Help tutors locate suitable places for tutoring.
- Publish a newsletter that includes:
  teaching suggestions,
  calendar of program events,
  description of new library purchases,
  tutor and student accomplishments,
  tutor and student awards,
  samples of students' work,
  report of program progress,
  list of names of new tutors.
- Maintain a bulletin board that includes many of the above, as well as examples of publicity.
- Hold a recognition night to honor tutors and students.
- Feature tutors and/or students in media presentations about the program.
- Write letters to tutor's employers detailing their volunteer service.
- Present tutor and student awards.
- Provide opportunity for informal exchange of ideas between tutors during refreshment hour at all program functions.
- Invite experienced tutors to share their experiences with new tutors at workshops and in-services.
- Hold informal drop-in nights at the program office when tutors can stop by for coffee and conversation.
- Conduct in-service workshops that meet tutor's needs.
- Encourage tutors to attend regional, state and national workshops and conferences.
- Ask experienced tutors to participate in program evaluation and improvement.
- Recommend outstanding tutors for state and national awards.

Student Support

All of the above suggestions are extremely important in maintaining the excitement and effectiveness of tutors. However, we must also maintain the excitement and effectiveness of students as well. (Remember, they too are volunteers.) You can do this by using student coaches. The coaches stand in the same role to the student as the

tutor contact does to the tutor. They are the second line of contact with the local program. (The tutor is the first.) Here are some guidelines you can follow when formulating this plan:

1. Use a former or advanced student (if possible) in the student coach role.
2. Provide an opportunity for the student and coach to meet in person at some point early in the tutoring experience.
3. Give the coach some training in ways to help and encourage the student.
4. Have the coach call the student at least once a month to discuss progress informally.

If you can't recruit a former or advanced student to take on the role of student coach, consider using board members, trained tutors, workshop leaders, program chairmen, or matchers. No matter who fills the role of student coach, make sure each student has a card with the phone number of your office, and the name and phone number of the student coach. Urge the student to call his/her coach when there are problems and/or successes.

Tutoring and learning are basically lonely experiences. Support of others involved in the same pursuits is essential.

Recognition

by

Margaret Price

To say "thank-you" to someone who has given you something is basic courtesy. The act of recognizing the contribution made by a volunteer to your program goes a step farther to say, "We appreciate and value you as a person and for the job that you do. You have done well!" To make that gesture publicly gives importance to each volunteer, dramatizes the impact of the total group, and tells the community, "We're proud of the fine work we've done together!"

Literacy programs include people who volunteer to be students, tutors, workshop leaders, program co-ordinators, supportive staff, members of the board of directors and contributors. These volunteers initially agree to participate in a literacy program's activities for a variety of very legitimate reasons. They include such needs for personal satisfaction as:

- gaining experience for a resume',
- preparing for the job market,
- the sheer pleasure of teaching, fulfilling one's talent potential,
- acquiring status,
- overcoming boredom,
- learning a new skill,
- pleasing a friend,
- associating with others,
- being needed,
- feeling good about helping,
- being affirmed as a person of worth.

It is important to understand why people volunteer in order to design a satisfying recognition system, as well as on-going built-in support systems that will meet a variety of needs.

The value of understanding *why* an individual becomes a volunteer when planning a program's recognition system is stated clearly by Marlene Wilson in her valuable resource book, *The Effective Management of Volunteer Programs:*

> **RECOGNITION/REWARD.** This subject is very closely associated with motivation. If we reward people with things that are not significant to them, then the whole process is wasted. There are volunteers who find

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Margaret Price, *Assistant Director of Field Services for Literacy Volunteers of America, holds a BA degree from Syracuse University. She has responsibilities for assisting the work of LVA State Offices and affiliates in states without state level programs as well as providing staff training for other organizations.*

pins, certificates and luncheons truly meaningful and the recognition and self-esteem involved speaks to their own level of need. The difficulty has arisen when we as Directors have assumed that these were appropriate and significant for all volunteers.

There are some achievement oriented people who will honestly tell you that the most meaningful recognition they can receive is more responsible and meaningful work. . .in other words, a promotion. To a power-motivated individual, a new title or the opportunity to train or supervise other volunteers holds much more value than a pin or plaque.

Once again it is our responsibility to know WHICH STROKES FOR WHICH FOLKS. (1976, p. 51).

Good volunteer managers build adequate staff time into the recruitment, training and supportive follow-up processes for getting to know individual volunteers and for reviewing the personal expectations of each one periodically. A developmental progression of assignments and continuing education that can challenge the individual at different times in his/her life and provide unlimited opportunities for growth and advancement within the program needs to be established and used as one of the very important tools of recognition.

For volunteers, the number of hours spent, the number of years served, training completed, record of achievements provide the criteria for systematic, ongoing recognition. Records are kept by the tutor, then compiled by the program leaders. Such statistics document eligibility for formal awards. In LVA, such formal awards come at the local, state and national levels. This recognition of tutors begins with the awarding of tutor cards or certificates and black and white LVA logo pins at a graduation ceremony at the completion of the Basic Reading Workshop or the English as a Second Language Workshop. If, as a non-affiliate program, you have given LVA tutor training, your tutors are entitled to certificates which say they have completed a LVA workshop. These certificates should be awarded at a ceremony.

LVA also provides gold logo pins for every LVA volunteer who has served consistently for 5 years, 10 years, 15 years or 20 years+. The LVA Annual Conference provides the platform for this important presentation to valued long-time volunteers. Pins not personally awarded at Conference are made available through each affiliate. In addition, such national recognition as The Connie Haendle Affiliate of the Year Award; the award for the Best Affiliate Newsletter; and the LVA President's Award "to recognize exceptional and distinguished service to the cause of literacy" provides high goals for LV volunteers to aspire to.

The primary rewards for the **student** are: **A)** personal goals accomplished and **B)** the approval and encouragement of the tutor and others. The tutor is responsible for helping his/her student to identify attainable long term and short term goals, to measure and

chart progress, and to build appropriate rewards into each lesson.

Student recognition systems have been designed that depend upon the tutor to test student progress at recommended intervals and keep records of student effort (time spent, attendance and homework) and student achievement (goal attainment, grade level advancement, and attitudinal changes) and report that information.

You should publicly applaud the accomplishments of both volunteer workers/tutors and students at recognition events. Such occasions are used to celebrate large and small victories over illiteracy that have been experienced over the past year. Certificates of appreciation, speeches of thanks, photos for the newsletter or community newspaper and a festive atmosphere combine to demonstrate the value of the program and of each volunteer worker and student. Volunteers with outstanding records are often presented with special gifts such as plaques, books, letter openers, desk pen sets or pins for exemplary service...and a standing ovation!

LVA has found that in addition to public recognition, programs are very creative about finding other ways to recognize volunteers. Recognition includes the sending of thank-you letters and remembrances (birthday, anniversary, Christmas, Hanukkah, Valentine's Day, Thanksgiving, birth-of-a-baby, promotion, retirement, wedding, moving/going away); giving of LV T-shirts; putting credit for a new idea in the newsletter; spotlighting a "Volunteer of the Month" on the program's bulletin board; submitting an article to the newspaper about a skilled workshop leader or a caring ESL tutor; inviting an experienced volunteer to be a member of the workshop leadership team or the board of directors; selecting a spokesperson for a TV program on literacy; sending a delegate to LVA Annual Conference or nominating a volunteer for an award.

All of these rewards are intended to show the caring attitude of the individuals who manage a program, who lead workshops, who serve on the boards of directors, who provide tutorial services and who are students. It is this caring attitude that creates a unique organizational environment in which volunteers and students are nurtured so that volunteering with a literacy program is perceived as a *rewarding experience*.

On the following pages, you will find a list of *101 Ways to Give Recognition to Volunteers* compiled by Vern Lake, Volunteer Services Consultant, Minnesota Department of Public Welfare. Use them and expand on them. They will help you express your sensitivity to, and appreciation of, those very important people — your volunteers.

101 Ways to Give Recognition to Volunteers

by Vern Lake
Volunteer Services Consultant,
Minnesota Department of Public Welfare

Continuously, but always inconclusively, the subject of recognition is discussed by directors and coordinators of volunteer programs. There is great agreement as to its importance but great diversity in its implementation.

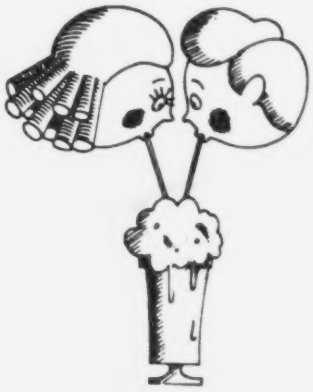
Listed below are 101 possibilities gathered from hither and yon. The duplication at 1 and 101 is for emphasis. The blank at 102 is for the beginning of your own list.

I think it is important to remember that recognition is not so much something you do as it is something you are. It is a sensitivity to others as persons, not a strategy for discharging obligations.

1. Smile.
2. Put up a volunteer suggestion box.
3. Treat to a soda.
4. Reimburse assignment-related expenses.
5. Ask for a report.
6. Send a birthday card.
7. Arrange for discounts.
8. Give service stripes.
9. Maintain a coffee bar.
10. Plan annual ceremonial occasions.
11. Invite to staff meeting.
12. Recognize personal needs and problems.
13. Accommodate personal needs and problems.
14. Be pleasant.
15. Use in an emergency situation.
16. Provide a baby sitter.
17. Post Honor Roll in reception area.
18. Respect their wishes.
19. Give informal teas.
20. Keep challenging them.
21. Send a Thanksgiving Day card to the volunteer's family.
22. Provide a nursery.
23. Say "Good Morning."
24. Greet by name.
25. Provide good pre-service training.
26. Help develop self-confidence.
27. Award plaques to sponsoring group.
28. Take time to explain fully
29. Be verbal.
30. Motivate agency VIP's to converse with them.

31. Hold rap sessions.
32. Give additional responsibility.
32. Afford participation in team planning.
34. Respect sensitivities.
35. Enable to grow on the job.
36. Enable to grow out of the job.
37. Send newsworthy information to the media.
38. Have wine and cheese tasting parties.
39. Ask client-patient to evaluate their work-service.
40. Say "Good Afternoon."
41. Honor their preferences.
42. Create pleasant surroundings.
43. Welcome to staff coffee breaks.
44. Enlist to train other volunteers.
45. Have a public reception.
46. Take time to talk.
47. Defend against hostile or negative staff.
47. Make good plans.
49. Commend to supervisory staff.
50. Send a valentine.
51. Make thorough pre-arrangements.
52. Persuade "personnel" to equate volunteer experience with work experience.
53. Admit to partnership with paid staff.
54. Recommend to prospective employer.
55. Provide scholarships to volunteer conferences or workshops.
56. Offer advocacy roles.
57. Utilize as consultants.
58. Write them thank you notes.
59. Invite participation in policy formulation.
60. Surprise with coffee and cake.
61. Celebrate outstanding projects and achievements.
62. Nominate for volunteer awards.
63. Have a "Presidents Day" for new presidents of sponsoring groups.
64. Carefully match volunteer with job.
65. Praise them to their friends.
66. Provide substantive in-service training.
67. Provide useful tools in good working condition.
68. Say "Good Night."
69. Plan staff and volunteer social events.
70. Be a *real* person.
71. Rent billboard space for public laudation.
72. Accept their individuality.
73. Provide opportunities for conferences and evaluation.

74. Identify age groups.
75. Maintain meaningful file.
76. Send impromptu fun cards.
77. Plan occasional extravaganzas.
78. Instigate client planned surprises.
79. Utilize purchased newspaper space.
80. Promote a "Volunteer-of-the-Month" program.
81. Send letter of appreciation to employer.
82. Plan a "Recognition Edition" of the agency newsletter.
83. Color code name tags to indicate particular achievements (hours, years, unit, etc.).
84. Send commendatory letters to prominent public figures.
85. Say "we missed you."
86. Praise the sponsoring group or club.
87. Promote staff smiles.
88. Facilitate personal maturation.
89. Distinguish between groups and individuals in the group.
90. Maintain safe working conditions.
91. Adequately orientate.
92. Award special citations for extraordinary achievements.
93. Fully indoctrinate regarding the agency.
94. Send Christmas cards.
95. Be familiar with the details of assignments.
96. Conduct community-wide, cooperative, inter-agency recognition events.
97. Plan a theater party.
98. Attend a sports event.
99. Have a picnic.
100. Say "Thank you."
101. Smile
102.



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Use Volunteers Successfully

Jonathan McKallip

Director of Field Services
Literacy Volunteers of America, Inc.

Volunteer: One who enters into or offers himself for any service of his own free will without expectation of remuneration.

Alexis de Tocqueville, in his book *Democracy in America*, wrote:

> In no country in the world has the principle of association been more successfully used or applied to a greater multitude of objects than in America . . . There is no end which the human will despairs of attaining through the combined power of individuals united in a society.

Thus it is in this country — volunteers crucial to an evolving and functioning democracy. Today's volunteers are indeed on the front line of social progress, continuing to shape tomorrow. But this shaping emanates from a rich volunteer heritage.

In the 18th century and earlier, the typical American volunteer was not known as a "volunteer," and by today's standards, did not act like a volunteer. He or she — frequently he and she together — were simply helpful neighbors, as the typical American family farmer. They were members of a closely knit face-to-face community centered around a small village or town.

In 1866, a post Civil War literacy campaign was launched to educate Blacks in the South. During this drive, it seems, only 1,300 literacy volunteers taught approximately 90,000 students in some 1,000 southern schools. Within three years, literacy work grew. By 1869, there were nearly ten thousand teachers addressing this task. And even with the repercussions of slavery during this era, it seems that only half the tutors were white. The rest were northern and southern Blacks.

Ellis and Noyes, in their book *By the People*, mention the growth of the Moonlight School in North Carolina, which emphasized education for mill workers. In 1915, North Carolina had eighty-two evening schools with 1,600 illiterate students enrolled. By the next year there were seven to eight hundred classes with an enrollment of nearly ten thousand.

Volunteerism is a significant, valuable and exciting field. Like other insti-

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tutions, change came slowly. In this time of rapid change, however, a long view can provide a perspective and a sense of direction which will help us keep those institutions which are important to us.

In order to do this, there must be effective management of volunteer programs. To discuss the essential functions of a successful volunteer program, apply them to an imaginary ABE program. There are over 300 students in this rural program and only five teachers. Funds are scarce, and the only way to meet the needs of many of the students is to use volunteers to augment the work of the teachers.

THE VOLUNTEER PROGRAM

Planning/Coordinating — The Director of Adult Education, with the permission of the Superintendent of Schools, and the endorsement of the Adult Education Advisory Committee, has the responsibility for answering the following questions:

1. How many volunteers can we use?
2. What services will they provide?
3. What kind of training can we give them?
4. How many students will they reach?
5. Who will supervise them?
6. How much will the program cost?

He decides to spend some of his scarce funds to hire a Coordinator of Volunteers to organize the program. Together they make a decision to use volunteers to supplement the work of the teachers — teaching the lowest level students on a one-to-one basis. They plan a yearly calendar beginning in the fall, marking off dates for public relations activities, pre-service and in-service training sessions, recognition events, reports.

They also set goals for the year expressing them in terms of the number of volunteers to be recruited and trained, the number of workshops to be held to train, and the projected number of students to be taught. In order for these goals to be met each of the functions must work together. They draw up job descriptions for each volunteer job, noting the requirements for the job, the training provided, to whom the volunteer is responsible, and the time commitment required. Each volunteer will be given a copy of these standards, thus diminishing the chances of misunderstandings.

Recruiting — The Coordinator of Volunteers decides to seek the help of a public relations consultant (a volunteer, of course) to carry out the public relations campaign. This campaign, they decide, must be constant and ongoing. The ABE name and program must be kept before the public. Special newspaper stories, radio spots, and posters will be used to recruit volunteers. Flyers will be put in bags at the local grocery store, and each church in town will be asked to put an announcement in their weekly bulletin. These activities will be repeated throughout the year.

Training — Volunteer programs often succeed or fail depending on the extent to which they provide training for volunteers. The Coordinator of Volunteers decides to follow the model for successful programming, and uses three steps:

1. Orientation.
2. Pre-service training.
3. Inservice training.

Orientation will be held two to three weeks prior to the first pre-service training session. At this session, potential volunteers will be given an overview of the program, exactly what is expected of them, and an appointment to sign up for the workshop. Often people decide this is not what they thought it was going to be; often they get so excited they recruit other friends to join. An orientation session removes many of the problems that can occur in volunteer programming because volunteers are made aware that they are going to be treated professionally.

Prior to this orientation, a session has been held to acquaint the ABE staff with the fact that volunteers are necessary to the effective delivery of services in their area. The staff is also invited to the volunteer orientation, so they begin to perceive the volunteer as a partner in the education of adults.

Pre-service training sessions need to be designed to help volunteers do their job better. Since the volunteers will be teaching students on a one-to-one basis, they need an orientation to adult students — something of their background and life styles; techniques for teaching basic reading and writing, oral communication, and/or computation skills. Sessions will be held over a two-week period on Tuesday and Thursday evenings, and take approximately twelve hours. The Coordinator uses ABE teachers as workshop leaders, utilizing their talents in an effective manner. The outline of the training session is drawn up to include not only teaching techniques but also an orientation to the ABE Center: its facilities, its policies and procedures, and the relationship of the volunteer component to the rest of the programs.

Inservice training has already been scheduled for ABE teachers periodically throughout the year. All volunteers will be invited to participate in these sessions, but the Coordinator realizes it is also important to have special sessions for the volunteers, too. After all, some of their needs and concerns are different from those of the ABE teachers. So an inservice session is planned for six weeks after the volunteers begin teaching in order to get them together and let them discuss successes, problems, areas of concern. Another one will be planned for the Spring.

Matching — There are numerous tasks a volunteer can perform in the total operation of a literacy program — tutor, recruiter, matcher, public relations consultant, supervisor, workshop assistant and/or leader.

When matching volunteers with the job and the student(s) they are best suited for, the Coordinator takes into account numerous factors. Included are: skills, training, times available, geographical location, and personality traits. These are some of the same factors that are looked at from the student's point of view also. One way to insure volunteer satisfaction, is good job placement, and the Coordinator understands the necessity for matching carefully. However, poor matches are sometimes made, but are not irrevocable. Changes can be made and satisfaction guaranteed.

Supporting Roles — The Coordinator of Volunteers realizes that ongoing support of the volunteer is vital to a successful volunteer program. This sup-

port comes in many forms, but two of the most important are supervision and communication. Each volunteer is assigned to an ABE teacher — their first-line supervisor. That teacher will help them plan; answer questions when problems arise; encourage them when things seem rough. That teacher will also be the volunteer's friend, making him/her feel a part of the program.

Communication is also an important support function and manifests itself in three ways: newsletters, meetings, and accessibility of leadership. Newsletters for the volunteers are vital for many reasons: to let them know when inservice training sessions will be held; new teaching techniques; new student books in the area of adult education; new volunteers' names and addresses (everyone likes to see his/her name in print); announcement of other local, regional, state or national conferences which would be helpful to the volunteer. Meetings for the sake of meetings are useless, and no one likes to attend them! Therefore, the Coordinator decided early on that meetings will be held only when they are necessary, and that they will have a very specific purpose, with that purpose made known to the participants.

Accessibility of leadership is one aspect many volunteer coordinators forget. That accessibility to the leadership is very important to the volunteers. They need to know who the Coordinator of Volunteers is; who the Adult Education Director and Superintendent of Schools are — and that they can be approached with ideas and suggestions which will be listened to. Time is therefore made for the leaders to speak at each training session, to have them indicate their respect for the volunteers' commitment and contribution to the program.

Record Keeping/Accountability — At some point, the Superintendent and Advisory Committee is going to ask: "Is this volunteer program working?" In order to begin documenting this, the Coordinator designs forms which keep pertinent volunteer information: name, address, phone number, workshop(s) date(s), assigned student, areas taught, special talents, inservices attended and dates, other relevant information. From time to time questionnaires will be designed to gather specific information; workshop and inservice evaluation forms show reactions to specific topics and indicate need for additional work. Student information is already kept on prescribed forms by the adult education administration. Volunteers should be encouraged to add their comments to these records.

Evaluation — At the beginning of the program year, certain goals were established. At the end of the year, it is time to see if those goals have been met. To avoid one common pitfall of volunteer programming, the Coordinator decides to do a written evaluation of the program. This evaluation includes an objective look at each of the goals and how well they were met, as well as recommendations for changes that will improve the program next year. This is also the time to establish goals for the next year, and a tentative calendar. In effect, the evaluation function is the end process, but also the beginning of the planning process for the coming year.

Recognition — Payment for volunteer services comes in numerous guises. But the biggest payment is in **recognition**. There must be ongoing informal recognition — a pat on the back by the ABE teacher; a "how are things

going?" from the Director of Adult Education. But there must also be public formal recognition. The Coordinator decides that in the spring there will be a Recognition Banquet, perhaps with the meals being donated by local merchants. Included in the program will be words of welcome by the Superintendent of Schools; recognition of the number of hours volunteers have served, with special recognition for those who have served over 100 hours during the past year; and an entertainment program. This is another way to create public awareness of the program for there will be publicity before and after.

Budgeting/Financing — Volunteer programming is not without costs. But the cost is far less for the services rendered than it would be if full-time teachers were hired. Some of the costs include volunteer tutor materials, in-service materials, administrative costs (supplies, postage, reproduction), public relations, recognition events. These are, for the most part, "up-front" costs. The Coordinator of Volunteers also realizes the value of in-kind services — meals donated by local merchants; cost of printing of posters; value of time donated by volunteer tutors, public relations consultant, in-service leaders, tutor designed materials. But all of these should be included as the total cost of a volunteer program is compiled. What do we get as income (real or in-kind)? What are the costs (real or in-kind)?

SUMMARY

A volunteer program in adult education can be a great addition to the delivery of services in these times of deep budget cuts. There are a number of things that must be kept in mind before embarking on a volunteer program.

1. To be successful, a volunteer program must have the active, visible support of the administration and staff. All must be willing to work together for the ultimate benefit of our adult students.
2. The essential functions — planning/coordinating, recruiting, training, matching, supporting, record keeping/accountability, evaluating, recognition, budgeting/financing — must mesh together in order for a program to be successful. If one function is weak, the whole program will exhibit signs of weakness.
3. The benefits of community support are enormous. As people become actively involved with a program, they feel a sense of ownership. When a program budget is in the process of being cut, these actively involved volunteers will fight for the program.

Recognition that volunteer programs are not without cost will finally permeate. Recognition will also come that expenditures for volunteer programs purchase what money cannot buy — citizen awareness, citizen concern, and the neighborly knowhow . . . No force is great enough to stop the concern of the citizen for his fellow man.

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Terms commonly used in LVA programs and publications

A. Membership organizations
   1. *Affiliate member* — local volunteer basic reading and/or English as a second language tutorial program for adults and teenagers. May be organized, managed and staffed completely by volunteers, or operated by another agency or corporation as a not-for-profit component of its total program. Leadership has received LVA training, and the unit operates under LVA policies and requirements and is accountable to LVA.
   2. *Provisional affiliate member* — status designation given to an affiliate during its first year, before all membership requirements have been fulfilled.
   3. *State member* — state (or large urban area) organization of viable affiliate members, joined together under a governing body responsible for coordinating and servicing the existing local units and establishing additional programs within the geographical area. Raises its own funds, and selects and supervises staff.
   4. *Organizational member* — A group, agency or organization interested in literacy which pays a yearly fee to LVA. Is not required to meet LVA standards for affiliate member, does not receive LVA services, but is kept abreast of developments in the literacy field.

B. Training programs
   1. *Tutor training*
      a. Basic Reading Tutor Training Workshop (BRW) — detailed pre-service training for tutors of adults who read below the 5th grade level.
      b. English as a Second Language Tutor Training Workshop (ESL Workshop) detailed pre-service training in the conversational English approach for tutors of non-English speaking adult students.
   2. *Workshop Leaders Training* (WLT) — training for a potential leader of either of LVA's tutor training workshops in how to plan, conduct and evaluate the workshops.
   3. *Program Management Training* (PMT) — training for leaders (other than tutors) in organizational structure, management, and program operation.
   4. *In-service training* — supplementary training given at local, state or national levels to either tutors, program leaders, or board members, to address specific needs or situations.

C. Contract training
   1. *Contact workshop* — LVA tutor training (either BR or ESL)

given by an affiliate, state member, or the national organization to a client group that does not intend to form a member organization.

2. *Technical assistance* — LVA's tutor training, workshop leaders training and program management training given to a client under a contractual agreement. Client has the option to purchase the LVA tutor training workshop set after completion of the technical assistance workshop.

D. Materials & Publications (complete catalog available from LVA)
   1. *Promotional slide talk* — a 10-minute presentation on LVA's program made available to all member organizations.
   2. *TUTOR* — The textbook for LVA's Basic Reading Tutor Training Workshop.
   3. *I Speak English* — the textbook for LVA's ESL Tutor Training Workshop.
   4. *READ* — LVA's diagnostic testing instrument used with students in the basic reading program.
   5. *ESLOA* — LVA's diagnostic testing instrument used with students in the ESL program.
   6. *Bibliography* — an annotated listing of tutor and adult student material.
   7. *LVA Handbooks* — specific helps for leaders in LVA member organizations detailing the how-to's of organization, training and program promotion.
      a. Management Handbook for Volunteer Programs
      b. Workshop Leaders Handbook
      c. Community Relations Kit
   8. *The Reader* — LVA's newsletter, distributed quarterly to all volunteer member organizations, and to a general mailing list.
   9. *Basic Reading* and *English as a Second Language Workshops:* Trainer's Guide, slides/tapes giving specific helps on how to tutor, how to set goals, make lesson plans and motivate students.

E. Program Terms
   1. *Sub-programs* — a delivery system for LVA's services carried on by an affiliate to students within a given structure, such as: public school, adult basic education class, correctional facility, hospital, or within a business or industry.
   2. *R&D* — Research and Development, applied to LVA's committee responsible for the development of all LVA training materials and publications.
   3. *Sponsor* — in LVA, a business, or church, civic, service or social organization which formally supports a local affiliate to either a limited or very large degree.
   4. *State Director* — the top, paid staff member of a state level

organization, paid by and responsible to the state board of directors.

5. *Annual Program Report* — report detailing program statistics submitted by each affiliate chairperson to either the state director or directly to LVA, Inc.

F. Additional terms

1. *ABE* — adult basic education, generally a division within the Continuing Education Department of state education departments.
2. *GED* — general education diploma or general education development, also termed "high school equivalency."
3. *DOE* — The United States Department of Education, in Washington, D.C.
4. *LEAA* — Law Enforcement Assistance Administration, established by the U.S. Congress to channel funds to states for improving their law enforcement capabilities.
5. *ACTION* — the agency established by the president in 1971 to administer federal volunteer programs at home and overseas. It includes such programs as Foster Grandparent Program (GP), Retired Senior Volunteer Program (RSVP), University Year for Action (UYA), Volunteers in Service to America (VISTA) and the Peace Corps.

Job Descriptions for Basic Reading/ESL Tutorial Project

TUTOR

ACCOUNTABLE TO:

- Assigned student, General Chairman and Tutor Contact.

AREAS OF RESPONSIBILITY:

- Satisfactorially completing the Literacy Volunteer tutor Training Workshop. (Basic Reading and/or English Second Language.)
- Preparing lessons tailored to individual student's needs and interests.
- Tutoring a student a minimum of 50 hours.
- Administering the READ or ESL test, when assigned a student and periodically as required for evaluation.
- Completing and sending to the Tutor Supervisor the initial, annual and any other reports needed.
- Attending at least one in-service session per year.
- Notifying the Tutor Supervisor if problems arise and/or when the tutoring sessions terminate.
- Encouraging the student to attend Adult Basic Education classes, when and if the student is able to cope with a classroom situation.
- Attending the annual affiliate meeting.

LENGTH OF COMMITMENT:

- Minimum of 50 hours of tutoring.

TIME REQUIRED:

- 5 evenings attending 3½ hour long workshops. One evening for in-service training annually. Minimum of 50 hours tutoring.

TRAINING PROVIDED:

- 18-hour Tutor Training Workshop, periodic in-service training sessions dealing with materials and techniques.

QUALIFICATIONS:

- Willingness to make a lasting commitment to fulfilling the above listed responsibilities.

COMMENTS

- A Tutor Contact is assigned to each Tutor and is available for guidance whenever problems arise either in the Tutor-student relationship or the need for materials or techniques.

Developed by Literacy Volunteers of Lewiston-Auburn, Maine

GENERAL CHAIRMAN

ACCOUNTABLE TO:

- State and national LVA offices and the local affiliate membership.

AREAS OF RESPONSIBILITY:

- Has overall responsibility for planning, implementing and administering the affiliate program under LVA and local affiliate policies.
- Calling and presiding over regular and special meetings of the Executive Committee and the general membership.
- Interviewing and assigning all organizational volunteers and committee chairmen.
- Coordinating plans of each committee into the overall program year.
- Serving as affiliate liason to both state and national LVA offices.
- Submitting the required annual report to the LVA state or national office.
- Drawing up the annual affiliate budget in conjunction with the Finance Committee.

LENGTH OF COMMITMENT:

- Minimum of 1 year.

QUALIFICATIONS:

- Should be highly motivated, compassionate, well organized, intelligent, tactful individual who has the ability to follow through on his/her responsibilities.

SECRETARY

ACCOUNTABLE TO:

- General Chairman.

AREAS OF RESPONSIBILITY:

- Keeping minutes of meetings of the Executive Committee and the affiliate and distribution of these promptly.
- Promptly handling required correspondence of the affiliate and Executive Committee.

LENGTH OF COMMITMENT:

- Minimum of 1 year.

QUALIFICATIONS:

- Must be good typist and correspondent with the ability to take clear and precise notes.
- Be available to attend all meetings of the affiliate membership and the Executive Committee.

TREASURER

ACCOUNTABLE TO:

- General Chairman, state LVA office and the general membership.

AREAS OF RESPONSIBILITY:

- Paying all authorized bills.
- Keeping accurate records of all financial transactions and in kind services of the affiliate.
- Serving on the Finance Committee.
- Making annual financial report to state LVA office.
- Making periodical financial reports to the Executive Committee and the general membership.
- Collecting all monies due the affiliate.

LENGTH OF COMMITMENT:

- Minimum of 1 year.

TIME REQUIRED:

- Approximately 4 hours monthly in addition to 3 evenings a year at workshops.

QUALIFICATIONS:

- Must be honest, dependable, good at figures and record keeping.

PUBLIC RELATIONS CHAIR

ACCOUNTABLE TO:

- General Chairman, state and national LVA offices.

AREAS OF RESPONSIBILITY:

- Overall responsibility for the public relations efforts of the affiliate both internal and external.
- Publishing a newsletter for affiliate members.
- Developing materials to explain and publicize the Literacy Volunteer program.
- Arranging for public recognition of the accomplishments of effective and faithful volunteers.
- Working closely with all committee chairmen as well as the General Chairman and Executive Committee, assisting them in planning news releases, advertising, and other activities necessary to the fulfillment of their objectives.

LENGTH OF COMMITMENT:

- Minimum of 1 year.

WORKSHOP CHAIR

ACCOUNTABLE TO:

- General Chairman, and Tutors.

AREAS OF RESPONSIBILITY:

- Has overall responsibility for scheduling, preparation, and presentation of all Tutor training and in-service workshops given in the affiliate according to LVA instructions and general format.
- Setting up for at least two workshops and one in-service session during the year.
- Recruiting workshop assistants from the affiliate membership.
- Coordinating workshop plans with the needs and programs of the Public Relations, Volunteer Recruitment and Student Recruitment Committees as well as the Tutor Supervisor Chairman.
- Ordering all materials and procuring all equipment necessary for the workshop.
- Serving on the Matching Committee.

LENGTH OF COMMITMENT:

- Minimum of 1 year.

QUALIFICATIONS:

- Must be a good speaker who is well organized, observant and compassionate and has the ability to function both as a leader and team member.

STUDENT RECRUITMENT CHAIR

ACCOUNTABLE TO:

- General Chairman.

AREAS OF RESPONSIBILITY:

- Identifying the best sources of student recruitment in the community and planning an ongoing promotional program to reach them.
- Coordinating recruitment efforts with the Workshop, Public Relations and Volunteer Recruitment committees.
- Recruiting all potential students for the affiliate.
- Interviewing each prospective student, recording all information pertinent to assignment and evaluation.
- Setting up and maintaining records of all inquirers and submitting periodical reports as necessary.

LENGTH OF COMMITMENT:

- Minimum of 1 year.

QUALIFICATIONS:

- Should be a compassionate, understanding, and well organized individual who is continuously available at least by telephone and who has the ability to communicate with persons of every economic and social level.

VOLUNTEER RECRUITMENT CHAIR

ACCOUNTABLE TO:

- General Chairman.

AREAS OF RESPONSIBILITIES:

- Identifying the best sources of volunteer recruitment in the community and planning an ongoing promotional program to reach them.
- Coordinating recruitment efforts with the Workshop, Public Relations and Student Recruitment committees.
- Recruiting all potential volunteers for the affiliate.
- Mailing application forms and literature to all inquirers.
- Interviewing all volunteers and clarifying roles of various affiliate members.
- Referring all potential tutors to Workshop Chairman and potential organizational recruits to General Chairman.
- Setting up and maintaining records on all inquirers and submitting reports periodically.
- Serving on the Matching Committee.

LENGTH OF COMMITMENT:

- Minimum of 1 year.

QUALIFICATIONS:

- Should be an outgoing, articulate and well organized individual who is continuously available at least by telephone.

TUTOR CONTACT CHAIR

ACOUNTABLE TO:

- General Chairman and Tutor Contacts

AREAS OF RESPONSIBILITY:

- Appointing, orienting, and managing all Tutor contacts.
- Keeping records on Tutor contacts and their Tutors.
- Assigning new Tutors to Tutor contacts.
- Supervising, distributing, and collecting student report forms through Tutor contacts.
- Keeping systematic files on student reports.
- Informing Volunteer Recruitment and Student Recruitment Chairmen of tutor-student status.
- Evaluating Tutor contacts, reports with the Workshop Chairman.
- Providing statistics on tutoring, volunteers and students being taught as needed.
- Serving on the Matching Committee.

LENGTH OF COMMITMENT:

- Minimum of 1 year.

QUALIFICATIONS:

- Have completed either the LVA Basic Reading or English Second Language workshop.

TUTOR CONTACT

ACCOUNTABLE TO:

- Tutor Contact Chair and assigned Tutor.

AREAS OF RESPONSIBILITY:

- Being a contact person for Tutors assigned to consultant, reporting to Tutor Contact Chairman every 4 to 6 weeks.
- Keeping up-to-date records on the Tutors assigned.
- Making initial phone call to Tutor as soon as Tutor is assigned to Tutor contact.
- Making contact with Tutors every 4 to 6 weeks to:
  1. Inquire on progress of student and Tutor.
  2. Ascertain if tests have been administered as required.
  3. Offer help finding new materials.
  4. Suggest techniques for specific problems or refer to Tutor to Workshop Chairman.
  5. Encourage.
  6. Listen.
  7. Reinforce the importance of accurate records being kept by Tutors.
- Being available for Tutors to call.
- Collecting initial and annual reports from Tutors and turning them over to the Tutor Contact Chairman promptly.
- Reporting to Tutor Contact Chairman if any Tutor is willing to take a second student.
- Reporting to Tutor Contact Chairman whenever a change in status of Tutor or student occurs.

LENGTH OF COMMITMENT:

- Minimum of 1 year.

QUALIFICATIONS:

- Having completed either the LVA Basic Reading or English Second Language Workshop.

LIBRARY — RESOURCE CHAIR

ACCOUNTABLE TO:

- General Chairman and Tutors.

AREAS OF RESPONSIBILITY:

- Overall responsibility for maintaining the affiliate library or adult basic reading and English Second Language materials.

- Setting up a system for circulating library materials and maintaining library records.
- Ordering new materials within the limits of the budget allowance for them.
- Serving as materials advisor to all Tutors, both through personal contacts and at workshops and in-service sessions.
- Researching LVA's bibliography when ordering new books, and maintaining the affiliate's own bibliography.
- Reporting to state or national LVA offices any recommendations of new materials discovered.
- Securing a centrally situated location in which to display materials which is available to Tutors during reasonable hours.

LENGTH OF COMMITMENT:

- Minimum of 1 year.

STUDENT COACH

ACCOUNTABLE TO:

- Program Chair, Students and Tutors.

AREAS OF RESPONSIBILITY:

- Serving as student advocate.
- Acting as liaison between student and affiliate on an individual basis, at workshops and at in-service sessions.
- Planning student involvement projects and activities.
- Working with individual tutors in trying to solve student problems.

LENGTH OF COMMITMENT:

- Minimum of 1 year.

QUALIFICATIONS:

- Should be compassionate, understanding individual who has ability to communicate with persons of every social and economic level. Highly recommend that Student Coach be an LV student, current or former.

Literacy Volunteers of America Inc.

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in Criminal Justice
Teachers of English to Speakers of
Other Languages

Wally Amos
National Spokesman

National Headquarters
404 Oak Street
Syracuse, New York 13203-2984
Telephone: (315) 474-7009

Spring, 1982

Dear Friend:

The year 1982 is the 20th Anniversary of Literacy Volunteers and we're celebrating!

With the help of good friends like you, we have achieved many things in those 20 years. We've trained over 65,000 volunteers who have provided caring, one-to-one instruction in reading and conversational English to over 75,000 adults and teenagers. That instruction has helped them to get better jobs, increased their ability to read to their children, and to carry out day-to-day functions as responsible citizens.

Our growth has been steady - but our program is still available to people in fewer than half of these United States. The need for LVA tutoring services increases with every refugee group that arrives in this country and with every young person who drops out of school.

You can help us in two ways:

1. Please complete the enclosed confidential survey and return it to LVA. (A profile of present donors will help as we plan future fund-raising efforts.)

2. Please consider a new contribution to Literacy Volunteers of America - a special 20th Anniversary gift.

Thanks for sharing and caring. You may be sure your continuing support will give us opportunities to help more people to help themselves. When you teach people to read, you open a whole new world for them. That, we think you'll agree, is cause for celebration. We're proud to have you celebrating with us.

Sincerely,

Ruth Colvin

Ruth J. Colvin (Mrs. Robert J.)
Founder

RJC/gpr

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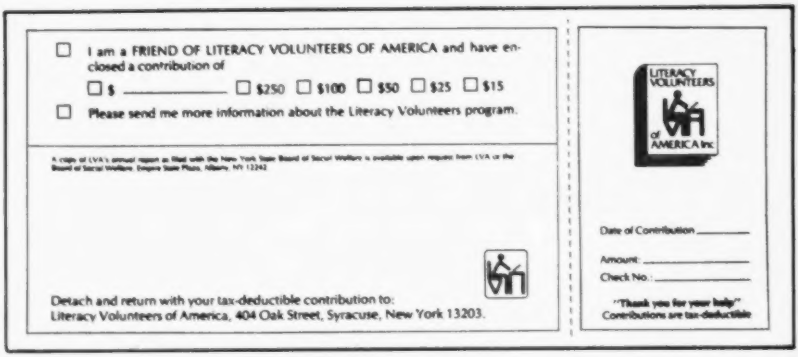


☐ I am a FRIEND OF LITERACY VOLUNTEERS OF AMERICA and have enclosed a contribution of

☐ $ _____ ☐ $250 ☐ $100 ☐ $50 ☐ $25 ☐ $15

☐ Please send me more information about the Literacy Volunteers program.

A copy of LVA's annual report as filed with the New York State Board of Social Welfare is available upon request from LVA or the Board of Social Welfare, Empire State Plaza, Albany, NY 12242

Detach and return with your tax-deductible contribution to:
Literacy Volunteers of America, 404 Oak Street, Syracuse, New York 13203.

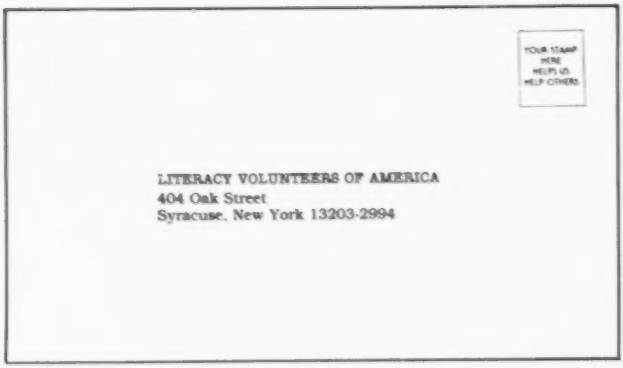
LITERACY VOLUNTEERS of AMERICA Inc

Date of Contribution _____

Amount _____

Check No. _____

"Thank you for your help"
Contributions are tax-deductible



YOUR STAMP HERE HELPS US HELP OTHERS

LITERACY VOLUNTEERS OF AMERICA
404 Oak Street
Syracuse, New York 13203-2994

Literacy Volunteers of the Schenectady Area

153 Nott Terrace
Schenectady, New York 12308
(518) 372-9818

(date)

1983-1984 (1979-1983)

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Vice President —
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Secretary —
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Wayne Bagley

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Beverly Primm
Tim Taylor
Ann Tetrault

PROGRAM COORDINATOR:

Janice Rau

For several years a group of people in Schenectady has been volunteering time and effort towards reducing the number of illiterate adults in the community. This group, an affiliate of Literacy Volunteers of America, Inc., has no small task, since there are over 15,000 adults in Schenectady County considered to be functionally illiterate.

Literacy Volunteers trains people to help those who, for many reasons, never learned to read and write in their early years, and those for whom English is a second language. These tutors work with individuals on a one-to-one basis at no cost to the student.

In 1978, after more than ten years as a completely volunteer organization, the Schenectady affiliate of LV received the appointment of a VISTA volunteer, which resulted in significant growth of the chapter. Now that the VISTA term has expired, we would like to hire a part-time staff person in order to maintain the achieved level of operation. However, to be able to do so, we need a source of income.

Although much time and energy have been put into fund-raising events, the proceeds have not been sufficient. So now we are appealing directly to the community for support.

Would Literacy Volunteers meet your qualifications for funding? If so, how do apply for it.

Any information that would assist us in our endeavors is greatly appreciated. Thank you for your consideration.

Sincerely,

A member organization of Literacy Volunteers of America, Inc.,
and Literacy Volunteers of New York State, Inc.

Literacy Volunteers of the Schenectady Area

133 Nott Terrace
Schenectady, New York 12308
(518) 372-9818

(date)

1983-1984 OFFICERS

President —
Christine Muller

Vice President —
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Ann Tetrault

PROGRAM COORDINATOR

James Ross

Dear Area Business:

Would you be surprised to discover that one or more of your employees was unable to read at a fifth grade level? It could be true. In Schenectady County alone there are over 15,000 adults who are considered to be functionally illiterate and many of them are employed full time by area businesses. Imagine how difficult it must be for them to perform their jobs well without the ability to read.

Helping the non-reading adults in our community benefits us all. And you can help--by supporting the Schenectady affiliate of Literacy Volunteers of America. Literacy Volunteers is a non-profit organization dedicated to teaching adults to read. The tutors are volunteers trained by L.V. to work with individuals on a one-to-one basis at no charge to the student. However, it costs the organization approximately $84 per student per year. That expense results from the purchase of necessary materials and the operation of an office, as well as the support of a part-time staff person. Since the student receives around 100 tutoring hours per year, the cost per hour is very low--less than $1.

In the past ten years our chapter of L.V. has helped hundreds of county residents. We wish to continue to serve the Schenectady area in this way, but to do so we need financial support. By appealing to local businesses for help, we are confident that the importance of our function will be recognized and that we will be assisted in reaching our goals.

Support a student--or maybe two. Eighty-four dollars is a small investment to make toward a better, more productive worker. And it's a good opportunity to show you really do care about your employees and your community.

Thank you very much.

P.S. You tax-deductible donation would make a fine Christmas gift for a non reader.

A member organization of Literacy Volunteers of America, Inc., and Literacy Volunteers of New York State, Inc.

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Literacy Volunteers of the Schenectady Area

153 Nott Terrace
Schenectady, New York 12308
(518) 372-9819

1982-1984 OFFICERS

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Vice President —
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Treasurer —
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Beverly Powers
Tim Taylor
Ann Tetreault

PROGRAM COORDINATOR

James Rose

(date)

Dear Friends,

After reading the attached report, I hope you will feel that your previous contributions to our organization have been put to good use. Let me assure you that we have been working hard to maintain a high quality Literacy Volunteers program, and we certainly appreciate your past support.

The purpose of this letter is to ask you to renew your gift. As you can see from our report, we are still trying to attain our goal of $5400 for this program year. And now it is time for us to begin our search for funding for 1982-83.

To provide free tutoring services for one person for a year costs us approximately $50. Therefore, a $100 contribution can be thought of as the sponsorship of two students in our program for a year.

Please give this request your careful consideration. Through literacy tutoring, we are helping individuals to become more productive and self-reliant members of our community. Your continued support of our work will benefit us all. Thank you.

Sincerely,

A member organization of Literacy Volunteers of America, Inc., and Literacy Volunteers of New York State, Inc.

Literacy Volunteers of the Schenectady Area

153 Nott Terrace
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(518) 372-9819

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Tom Taylor
Ann Tetrault

PROGRAM COORDINATOR

James Rose

(date)

Dear Literacy Volunteers Friend,

Once each year Literacy Volunteers of the Schenactady Area offers its friends an opportunity to make a contribution through our annual raffle. You may wish to

--purchase the enclosed tickets in your own name or for friends and relatives,

--ask friends to contribute by buying tickets themselves, or

--make a direct (tax-deductible) donation to L.V.

Our own members, past and present, have always given generously (over $1000 last year), and we are proud of this high level of membership support.

You can be especially proud this year to be supporting the group that was selected as the

LITERACY VOLUNTEERS AFFILIATE OF THE YEAR

from among 120 such groups nationwide.

Maintaining a base level of operation costs our affiliate approximately $5000 a year, and efforts to obtain funding from within the community are continually being made. Unfortunately, too few people seem to recognize ---as we do---how insidious a problem illiteracy really is, and financial support does not come easily.

Thank you for your support in all ways. Because of you, Literacy Volunteers is still the best thing going for the adult non-reader!

Sincerely,

P.S. A $25 donation can be thought of as the sponsorship of a student in our program for 6 months.

A member organization of Literacy Volunteers of America, Inc., and Literacy Volunteers of New York State, Inc.

Literacy Volunteers of the Schenectady Area

153 Nott Terrace
Schenectady, New York 12308
(518) 372-9819

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(date)

Do you know an adult or teenager who cannot read? It's not as unlikely as you may think. Although most non-reading adults manage to hide their inability to read, the fact remains that in Schenectady County alone there are over 15,000 functional illiterates.

For several years a group of people in Schenectady has been volunteering time and effort toward reducing that incredible number. That group is the local affiliate of Literacy Volunteers of America.

A non-profit organization, Literacy Volunteers trains people to help those who, for many different reasons, never learned to read and write in their early years or those for whom English is a second language. These tutors work with individuals on a one-to-one basis at no charge to the student. However, it costs the organization approximately $84 to tutor one student for a year.

Currently LV is in great need of financial support and is appealing to the community for that support. Since illiteracy is often the underlying cause of other more visible social problems, helping the non-reading adults in our community benefits us all.

We have been asking various businesses and organizations to sponsor a student for a year ($84) but a contribution of any amount would be most appreciated.

Thank you for your attention to this concern.

Sincerely,

A member organization of Literacy Volunteers of America, Inc., and Literacy Volunteers of New York State, Inc.

Literacy Volunteers of the Schenectady Area

153 Nott Terrace
Schenectady, New York 12308
(518) 372-9819

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Janice Kim

(date)

Dear Friends,

Can you imagine your life without the written word?

Most of us take our ability to read for granted, yet there are thousands of men and women in our own community who lack the basic reading and writing skills necessary to function in today's society. This hidden disability very often forces them into a life of dependency upon others.

Will you support Literacy Volunteers in its mission to provide free reading help to such functionally illiterate adults?

One year of tutoring services for one person (100 hours) costs our organization approximately $50. This expense results from the employment of a part-time staff person, our program coordinator, plus the operation of an office. And since we do not charge our students, we must obtain funding from within the community we serve.

A contribution of $100 can be thought of as the sponsorship of 2 students in our program for a year.

Please give this request your careful consideration. Illiteracy is so often the underlying cause of many more visible social problems, problems for which we all pay dearly. By helping the non-reading adult to become more productive and self-reliant, we all stand to gain.

Sincerely,

A member organization of Literacy Volunteers of America, Inc., and Literacy Volunteers of New York State, Inc.

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Annual Student Report (ASR)

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LITERACY VOLUNTEERS OF AMERICA, INC.

Date _____

Affiliate _____

Name _____ Phone _____
Last First Initial

Address _____

No. of hours tutored since previous report _____ Total hours _____

Status of student:
Continuing _____ Discontinuing _____
Reason if discontinuing: _____

Status of tutor:
Continuing _____ Discontinuing _____
Reason if discontinuing: _____

Tutor: _____ Meeting time and place _____

Test Results - READ, Part 3, Post-Test

A Word Recognition - Instructional level _____
B Reading Comprehension - Instructional level _____
C Listening Comprehension - Instructional level _____

Date testing completed _____ Tester _____

SUPPLEMENTARY STUDENT INFORMATION

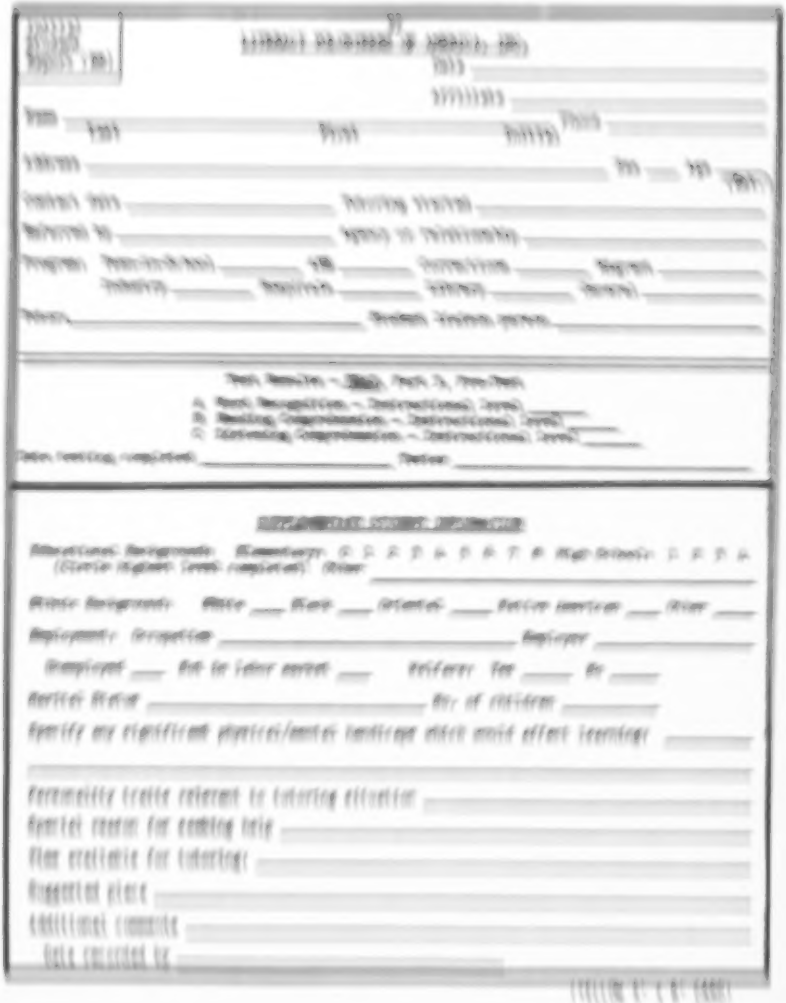
Employment changes since previous report:
New Job (specify)_____ Lost job _____
Improved job (specify)_____ Not in labor market _____

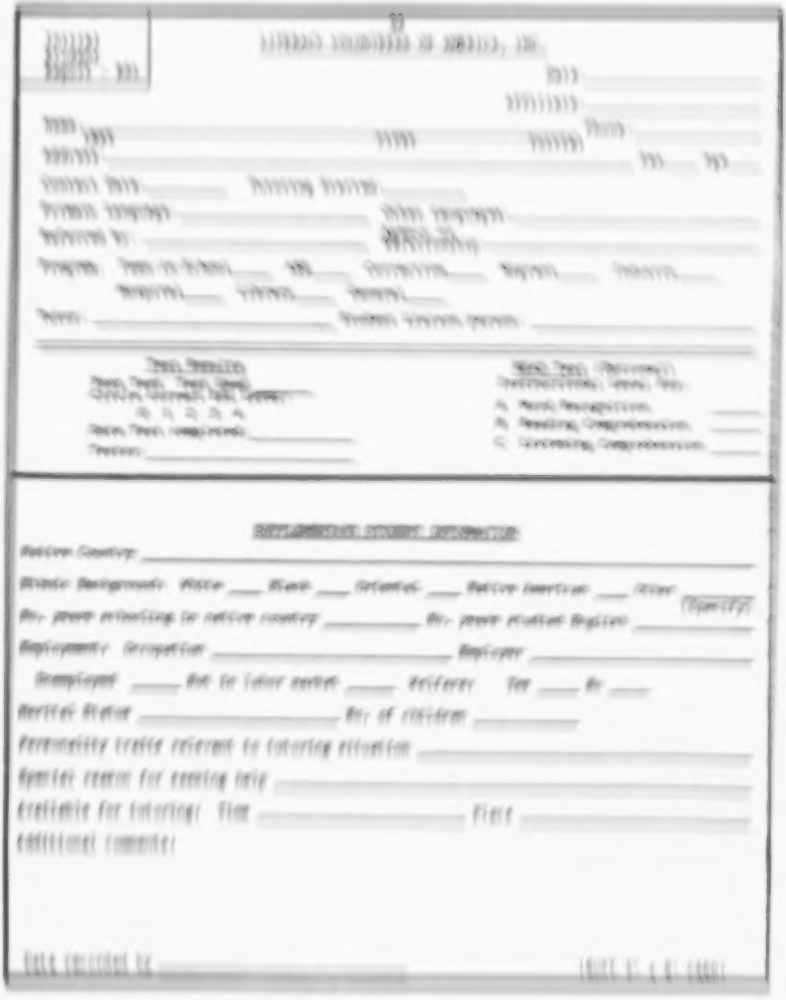
Welfare status change to: _____on _____off No change _____

Tutoring materials used:

Tutor's evaluation of student:
Progress in reading: _____ writing _____
Changes in attitude: _____
Personality traits: _____
Additional Comments:

(GREEN 5" x 8" CARD)





Native Country: _____

Ethnic Background: White ___ Black ___ Oriental ___ Native American ___ Other ___ (Specify)

Yr. spent attending in native country _____ Yr. spent studied English _____

Employment: Occupation _____ Employer _____

Unemployed _____ Not in labor market _____ Retired Yes ____ No ____

Marital Status _____ No. of children _____

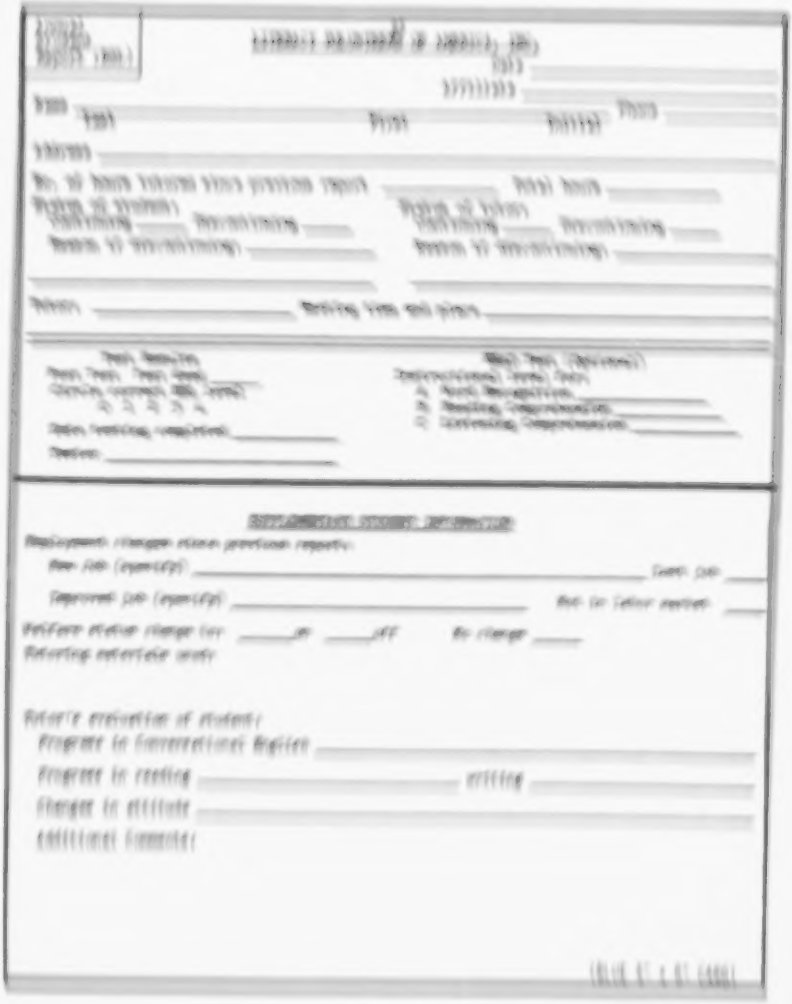
Personality traits relevant to tutoring situation _____

Special reason for seeking help _____

Availability for tutoring: Time _____ Place _____

Additional comments:

Data collected by _____ (Date) / / 19__



Office Use Only
Sent _____
Rec'd _____

Under 20
-30
-50
-60
er 61

SL) _____

Other: _____

Transportation Needed: Yes ____ No ____

List any teaching experiences (church school, school, industry, other)

Note any education beyond high school

List any social agencies where you have served voluntarily or professionally

Answers to the following questions will be helpful to us in planning our community outreach.

How did you learn about Literacy Volunteers?

In what organizations are you an active member?

Literacy Volunteers of America, Inc., a national, non-profit educational organization, provides materials and services to assist in the development of volunteer tutorial programs in basic reading and conversational English. Expanding beyond its network of 171 programs in 31 states, LVA supplies correctional, library, adult basic education, and other literacy programs with materials and consulting services in tutor training, program organization and management.

LITERACY VOLUNTEERS OF AMERICA, Inc.
404 Oak Street, Syracuse, New York 13203 (315) 474-7039